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ABSTRACT

The career education activities in the guide are designed to be integrated with the school curriculum at the second grade level. They should be used selectively according to class needs and capabilities. A primary philosophy, how to use the guide, concepts to develop (K-6), and second grade objectives are outlined. Second grade career education activities have been organized as they relate to four personal and world-of-work oriented objectives. Units provided are in the following areas: the development of an understanding of one's self-concept, introduction to the world of work, people who protect our health, people who protect us, people who feed us, people who provide shelter, people who provide services, and a review unit. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes films, reading, role and game playing, puppet plays, drawing, singing, puzzles, and field trips. Guidelines for resource people and field trips, a suppliers' address list, and holiday bulletin board ideas are appended. (Author/NH)

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CAREER EDUCATION

NORTH DAKOTA

CLASSROOM ACTIVITIES

ELEMENTARY

SECOND

2

GUIDELINE OF

CAREER EDUCATION ACTIVITIES

A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK

Preliminary draft compilation for field-testing purposes in the Bismarck School District No. 1 and other selected schools in North Dakota.

Materials researched and compiled by personnel in the Bismarck Public Schools in conjunction with the State Board for Vocational Education.

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BUY NORTH DAKOTA PRODUCTS

PRIMARY PHILOSOPHY

The purpose of education is to develop in the child a positive self concept for his role in a free and changing society.

There are skills which every person must have in order to function successfully in society. The skills of reading, language arts, social studies, health, and the fine arts are important to the child if he is to have a secure and meaningful life.

Career education in the Primary Grades will acquaint the child with the World of Work by exposing him to a variety of experiences in order to make realistic career choices later in life. This total program will help to foster a positive attitude toward the dignity of work in our society.

Primary

How to Use Guide:

Career Education activities in this manual are reference materials that are designed to be integrated with the school curriculum. Many activities are offered with the idea that they may be used selectively according to your class needs and capabilities, keeping in mind the broad objectives. Also, in several activities an abundance of resource material is listed which should be used selectively.

These activities are designed to make primary children more aware of the World of Work.

At K-3 levels the material is primarily in the field of Social Studies with spin-offs into other subject areas. Each activity contains the technique for teaching and resource materials that address themselves to career education objectives.

On the following pages is the table of contents listing both the subject areas and the objective areas.

* Resource materials that have asterisks are available for check-out from State Board for Vocational Education, 900 East Boulevard-Telephone 224-2710

CONCEPTS TO DEVELOP (GRADES K-6)

1. Specialization leads to interdependency
2. Geographical location determines kinds of work found there in.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, Art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.
25. A society needs both a producer of goods and producer of services.

CONCEPTS OF DEVELOP (Grades K-6) Cont.

26. Supply and demand of goods influences the kinds of workers found in the community.

27. People work for various rewards.

28. Math concepts are necessary in communicating.

29. A healthy body is essential to a productive worker.

30. Many people have special training for work.

31. Recreational activities expand interests.

SECOND GRADE SPECIFIC OBJECTIVES

I. To develop an understanding of one's self-concept

A. My feelings toward myself and others.

B. My similarities and differences.

C. Responsibility toward self and society.

D. Inherent capabilities.

II. To develop positive attitudes toward the world of work.

A. To accept and respect self and others.

B. Individual work to be dependable, responsible and cooperative to meet personal and social needs.

C. People Work for various rewards or satisfactions

D. Develop the appreciation of the dignity and worth of honest work.

III. To provide general observation experiences of the world of work.

A. School is a part of the preparation for a career

B. To develop the child's awareness of the responsibilities and understanding of our community helpers.

IV. To present appropriate occupational information about the world of work.

A. Develop child's awareness that individuals need special training for most careers.

B. Develop an understanding that some workers produce goods; others produce services.

C. Develop the child's awareness that positions are related within job families.

SECOND GRADE TABLE OF CONTENTS

I. TO DEVELOP AN UNDERSTANDING OF ONE'S SELF-CONCEPT

- A. My feelings toward myself and others - differences and similarities p. 1-6
- B. Responsibility toward self and society 6-11
- C. Inherent capabilities 11-15

II. INTRODUCTIONS TO THE WORLD OF WORK P. 16-19

III. PEOPLE WHO PROTECT OUR HEALTH P. 20-21

- A. Doctor p. 22
- B. Nurse p. 23
- C. Eye Doctor p. 24
- D. Dentist p. 25
- E. Garbage man p. 26

IV. PEOPLE WHO PROTECT US

- A. Introduction p. 27
- B. Policeman p. 28
- C. Fireman p. 29

V. PEOPLE WHO FEED US

- A. Farmer p. 30-31
- B. Dairyman p. 32
- C. Supermarket p. 33-34
- D. Review p. 35-36
- E. Interdependency of workers p. 37

VI. PEOPLE WHO PROVIDE SHELTER

- A. Architect p. 38
- B. Builders p. 39
- C. Tools p. 40
- D. Repairs (plumber, electrician) p. 41
- E. Building a town p. 42-43
- F. Homes of other lands p. 44

VII. PEOPLE WHO PROVIDE SERVICES

- A. Introduction p. 45
- B. Telephone Company helper p. 46
- C. Postal helpers p. 47
- D. Airport helpers p. 48

VIII. REVIEW UNIT

- A. Interdependence p. 50
- B. The differences between goods and services p. 50

APPENDIX A

Resource People

APPENDIX B

Field Trips

APPENDIX C

Addresses for films and filmstrips

APPENDIX D

Materials available for check out from: Vocational Education Office
900 East Boulevard 224-2710

APPENDIX E

Holiday Bulletin Boards

CAREER DEVELOPMENT ACTIVITIES

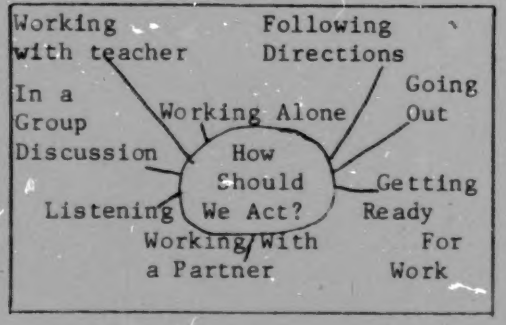
BROAD OBJECTIVE: INDIVIDUAL WORK TO BE DEPENDABLE, RESPONSIBLE AND COOPERATIVE TO MEET PERSONAL AND SOCIAL NEEDS.

SPECIFIC BEHAVIORAL OBJECTIVE: Self-concept: Work Habits

To demonstrate student's ability to understand that school helps to develop individual and group skills each student will name at least one correct procedure to be followed in a presented activity.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 1-2-3

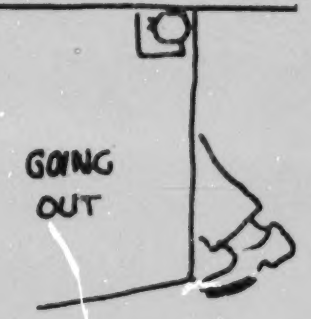
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show transparency of a couple of pictures, an overhead projector for discussion.	1. You could begin by making a large transparency of one or two of the pictures and putting it on the screen. Discussion on the correct procedures that should be used in the classroom and then have the kids demonstrate (choose one) the correct way of coming in the classroom, getting ready for work, etc.	1. Seee attached sheet
2. Bulletin Board Display with pictures and phrases. 	2. Use this bulletin board as a motivation and reminder for the first week.	2. Enlarge pictures, string on yarn to each picture. Letters to spell words inside circle.
3. View Filmstrip. (con't)	3. Discuss the filmstrip. For review	3. *"The Classroom #641232 School Serie Rules and Plans Set I McGraw Hill

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	3. or follow-up, discuss the need for making plans for classroom activity.	
4. Draw pictures	4. Child draws which one they do best and worst.	
5. Role Playing	5. Children role play teachers and various behaviors discussed	
6. Writing sentences	6. Each child will write a sentence for one of the topics discussed.	
7. Duso Kit	7. Teacher may use suggestions on the Duso Kit Teachers Guide	7. *Duso Kit AGS Units VIII Overview attached.

THE SCHOOL HELPS US DEVELOP INDIVIDUAL AND GROUP SOCIAL SKILLS



UNIT VIII

Unit Theme: Understanding Choices and Consequences

Every child develops a value system, and he must learn that his feelings, values, and behavior are integrally related. He must come to recognize and accept the consequences of his behavior.

This unit focuses on helping the child understand personal integrity in relationship to group pressures and personal standards.

The Unit VIII activities are presented in the cycle organization shown in the overview table. Thus, a regular sequence would be presented by using the Cycle A activities and then proceeding with Cycles B, C, and D. However, there is no particular order in which Unit VIII activities must be presented. They may be used in any sequence or clustering desired.

The activities may be modified. If an activity is not appropriate for a particular group, it should be adjusted to that group or not used.

UNIT VIII OVERVIEW

Introductory Story VIII: Duso and Flopsie Flounder, Page 150

Unit Song VIII: Flopsie Flounder, Page 150

Activities	Cycle A	Cycle B	Cycle C	Cycle D
Stories	The Swinger, Slinger Train, Page 152	The Box from Rainbow Lake, Page 155	Just a Little Peek, Page 157	First in Line, Page 159
Posters	The group is not always right	Be honest	Play fair	Each of us is important
Problem Situations	Mary Can't Go Barefoot, Page 152	What Happened? Page 155	Joey Remembers, Page 157	Mary's New Friend, Page 159
Role Playing Activities	Bonfire, Page 153	The Tablecloth, Page 156	Do I Have To? Page 158	The Half-Built House, Page 160
Puppet Activities	You Can't Play Unless, Page 153	It's Mine! Page 156	Let's Pick On . . . Page 158	I Am Better, Page 160
Supplementary Activities	1—Discuss What to Do, Page 153 2—Play with Puppets, Page 154 3—Tell the Class, Page 154	1—Take Me to My Home Game, Page 156 2—Discuss with Class, Page 156	1—Draw a Picture, Page 158 2—Find a Picture, Page 158	1—Drawing, Page 160 2—Everyone Is Necessary, Page 161
Supplementary Reading	*The Happy Owls*, Page 154		*If Everybody Did*, Page 158	*What Color Is Love*, Page 161 *The Country Bunny and the Golden Shoes*, Page 161

BROAD OBJECTIVE: To develop an understanding of ones self.

SPECIFIC BEHAVIORAL OBJECTIVE: Given eight posters which identify different emotions, student will demonstrate his understanding of at least four of the eight emotions presented on the posters by naming the poster.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 1 (2) 3

Moods and emotions

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Bulletin board of posters, pictures, and name of emotion.	1. Use each poster and follow the suggested procedure on the back of each one. Use extra pictures to help clarify the emotion.	1. *"Moods and Emotions Posters" Child's World, Inc. 515 N. Front Street Box 711 Mankato, Minn 56001 (joy, sadness, compassion, loneliness anger, thoughtfulness, love, frustration)
2. Write paragraphs	2. After posters are completed, write a paragraph or tell about a time when child has felt frustrated, angry, etc.	2. Writing paper, pencils
3. Sing Songs		3. Songs: "If You Can't Say Something Nice" The Magic of Music, Ginn 1970 Gr. 2. p. 70-71 "Let Us Smile" Growing With Music Prentice Hall. Englewood Cliffs New Jersy 1963. Gr. 2
4. Make clock with hands for each child. Sad angry happy worried	4. As children read stories, have them put hand on the emotion they are reading about.	4. Paper plates, or paper circles brads, crayons.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
5. View filmstrip and listen to record.	5. Discuss when we have feelings of sadness, happiness, anger, fear.	5. Focus on Self Development Science Research Associates, Inc. 259 - E. Erie St. Chicago, IL 60611 Unit C filmstrip and record "Circle of Feelings"
6. Role Play	6. Have children make faces of a feeling by creating a situation; finding an injured animal, going to the dentist; being pushed or shoved, getting a new toy.	
7. View and discuss photo boards.	7. Children discuss what is happening in each picture, identify the feeling and relate an experience of their own.	7. Photo boards.
8. Happiness is _____ pictures	8. Make a "Happiness is ____" picture to show what you would enjoy doing most right now.	8. 9 x 12 white construction papers; colors.
9. Duso Kit Unit VII	9. Use suggestions in Duso Teachers Guide	9. *Duso Kit, AGS Overview for Unite VII attached.

UNIT VII

Unit Theme: Understanding Emotional Maturity

Children need to recognize and understand the difference between ineffective responses to stress and change and more effective responses. They need to understand that children sometimes use psychosomatic illness, temper tantrums, crying, or anger to get their way and force others to give in.

In this unit the teacher helps the class explore the purposive nature of emotions. More courageous and effective responses to stress and change are emphasized.

The Unit VII activities are presented in the cycle organization shown in the overview table. Thus, a regular sequence would be presented by using the Cycle A activities and then proceeding with Cycles B, C, and D. However, there is no particular order in which Unit VII activities must be presented. They may be used in any sequence or clustering desired.

These activities may be modified. If an activity is not appropriate for a particular group, it should be adjusted to that group or not used.

UNIT VII OVERVIEW

Introductory Story VII: Duso and the Worrywart, Page 134

Unit Song VII: Worry Song, Page 134

Activities	Cycle A	Cycle B	Cycle C	Cycle D
Stories	The New House, Page 136	The Watermelon Contest, Page 138	The Jogger, Page 141	The Bike, Page 144
Posters	Give it a try	Be patient	A way to feel better	Be responsible
Problem Situations	A New Teacher, Page 136	Hurry Up, Johnny, Page 138	The Storm, Page 141	Tina Isn't Afraid, Page 144
Role Playing Activities	Being Afraid, Page 137	The Spider, Page 139	The Cross Neighbor, Page 142	Lost! Page 145
Puppet Activities	The Doctor, Page 137	Growing, Page 139	School Time, Page 142	Sleeping Outside, Page 145
Supplementary Activities	1—Draw a Picture, Page 137 2—Find a Picture, Page 137 3—Magic Mirror, Page 137	1—Make a List, Page 139 2—Tell the Class, Page 139 3—Magic Mirror, Page 139	1—Make a Worry Bird, Page 142 2—Enact Worrying, Page 143	1—What Would Happen? Page 145 2—Find a Picture, Page 145
Supplementary Reading	*Angelique*, Page 137	*Wait Till the Moon Is Full*, Page 140 *The Carrot Seed*, Page 140	*The Rich Man and the Shoemaker*, Page 143	*The Tale of Squirrel Nutkin*, Page 146

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an understanding of one's self.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will demonstrate his understanding of at least four emotions presented in the films and books.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View film	1. Discuss film with class.	1. film - Getting Angry BFA Playing Fair BFA Understanding Ourselves BFA
2. Read Books		2. Book - Mrs. Piggle Wiggle Series, available at public or school library * Runaway John - Lenore Kline

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an understanding of ones self.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will demonstrate his understanding of at least four emotions presented in the films and filmstrips.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 2-3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View films	1. The synopsis, discussion questions and concepts are on the inside of each cover for the film.	1. Films - Telling The Truth, BFA *The Right Thing to Do, BFA
2. View filmstrip	2. Children tell or write a possible solution to the problem in the filmstrip. These are open-ended stories.	2. filmstrips - The Purse, IFC The Painting, IFC The Warning Blinker, IFC The New Building, IFC

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an understanding of the responsibility toward self and society.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a child's understanding of telling the truth and playing fair, each child will relate two reasons why it's important to tell the truth and play fair.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 2-3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Role-playing	1. Develop situations or problems for them to act out.	
2. Puppet Play	2. Use resource materials to make puppets especially the face for expression of emotions.	2. Light bulb, tennis balls, toilet tissue roll, milk carton sock.
3. Art	3. Have class draw pictures of what they don't like, what they'd like to see.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop understanding of one's self-concept

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a child's understanding of realistic values, each child will write at least one reason why his wish could or could not come true.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 2

Citizenship

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Wishing game	1. Bring in some type of fairy tale motivational device - Example genie lamp, wand, magic frog, magic fish, etc. - and have children sit in circle on floor with this in the middle. Teacher says "This is our magic genie lamp I will rub it three times and the genie inside will let us all make three wishes." Pass the lamp around and let each child rub and make three wishes.	1. Motivational device (Refer to technique column)
2. Listen to cassette tape	2. Then children listen to open-ended cassette tape "Making Best of What You Have". After the tape have a discussion of what should be done.	2. *"Making Best of What You Have" Wilson Education Cassette Living With Others - Citizenship II Part 4
3. View filmstrip	3. Closely related to this area is a filmstrip on lying. You could use this as a follow up activity.	3. *"What Do You Think About Lying?" 131-3 Series: How Do You Feel? Imperial Film Company

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. List children's wishes	4. Keep list of wishes to refer to in case some come true (what they wanted for their birthday, etc.) so they can see which ones were realistic.	4. * How To Catch A Crocodile Robert Poch
5. View filmstrip	5. View and discuss filmstrip.	5. * You Got Mad? Are You Glad?

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an understanding of one's self

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate student's knowledge that self-confidence is required for success each student will relate one experience in which they have felt successful.

Success

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 1-2-3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read and Discuss books.	1. Discuss the book with the help of suggested questions that are included. Discuss with the children some goals or skills they have tried to reach and tell how they have been reached.	Books: 1. *Kate Can Skate, Olds Helen D. Knopf, Alfred A. New York *Jim Can Swim, Olds Helen D. Knopf, Alfred A. New York * The Fitfiddles Keep Fit, Steiner, Charlotte.
2. Mural	2. Have class make sequence mural of the story.	
3. Duso Kit Unit V and VI	3. Use suggestions in Duso Kit Teachers Guide.	3. * Duso Kit Unit VI and V AGS

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Success

1. To help children gain the self-confidence required for success.
2. To provide an environment in which every child will have a degree of success.
3. To encourage children to appreciate success in others as well as in themselves.

SUCCESS is the achievement of a goal which has been selected as being valuable. It is one of the most important factors in motivation, for a child who has experienced success, or even foresees the prospect of success, will be aroused to action.

A basic requirement for meaningful or repeated success is perseverance, the ability to keep trying after defeat. Another requirement is selecting goals of high interest, for if a goal is very desirable the individual will be more likely to persevere until he has attained it.

However, it is important to remember that goals must be consistent with the individual's abilities and limitations. Also, he must understand that some things can never be achieved, and that occasional failure is to be expected in all undertakings.

All these considerations are pertinent for young children. The child needs to experience success that he can value, in a situation that has challenged him. Moreover, he cannot tolerate too great a lapse between effort and achievement. An adult can keep his goal in mind through long periods of attempt and frustration, but if success is too far removed from the child's attempts, he may give up.

It is also important that goals be varied from child to child, consistent with the abilities of each. The standards of success in school are fixed and arbitrary, and may be beyond the reach of the child with less than the required ability. However, he must have his goals and his successes, no less than the brightest achievers in the school.

7b

Kate Learns to Skate

by Helen Olds

p. 2 ► "You'll learn," Mother said. "I'll buy you a pair of skates."

1. Do you know how to skate?
2. Was it easy or difficult to learn how to skate?
3. Are you happy you learned?

p. 7 ► "No, I want both skates on! Please," she said.

1. Is Kate anxious to learn how to skate? Why?
2. Do people often learn something more easily if someone helps them? Like what?

p. 8 ► The strap was loose. Down she went on the sidewalk.

1. Why do people sometimes make a mistake or have trouble when they are learning something new?
2. What should people do when they make a mistake?
3. Do you think Kate will give up?

p. 10 ► "Of course you'll learn," Tom said. "All you need is practice."

1. Why is practice necessary when people are learning something new?
2. If people want to do something strongly enough, should they keep at it until they do it?

p. 12 ► "Thanks," said Kate. "I'm not going to try any more. Skating is no fun."

1. Why do you think Kate said that skating is no fun?
2. Do you think Kate should give up?
3. Will she ever learn to skate if she doesn't keep trying?

p. 14 ► She had been a crybaby over one little fall. Could she learn to skate and surprise the others?

1. Do you think Kate now has a better chance of learning how to skate?
2. What do you suppose will happen the next time she falls?

KATE CAN SKATE by Helen Olds

p. 16 ► She put on her skates and fastened the straps tightly. Then she stood up and hooked the handle of the umbrella over the clothes dryer.

1. Kate has thought of a way to help herself, hasn't she? What else might she have used?
2. How will this help her learn how to skate?

p. 18 ► She went a few strokes, then tumbled over; but she wasn't hurt because of the heavy dungarees.

1. What should Kate do now?
2. Is she learning how to skate?

p. 22 ► "Why Kate! You can *skate!*" they said.

1. How do you suppose Kate felt then?
2. Do you think the girls were proud of her?
3. Was it worth all the hard work to be able to skate with the others?

SUMMARY DISCUSSION: Some things we want very much are hard to get. Often, we fail many times before we get them. But, if we try and keep trying, most often we will be able to reach our goal. Remember the hardest goals to reach are often the ones most worth reaching.

Further Reading:

BOO by Munroe Leaf
LITTLE BLACK, A PONY by Walter Farley
COWBOY ANDY by Edna Chandler
HOW TO CATCH A CROCODILE by Robert Pack
JIM CAN SWIM by Helen Olds
THE FITFIDDLES KEEP FIT by Charlotte Steiner

Taken From: The Random House Program For Elementary Guidance
Random House/Singer School Division

UNIT V

Unit Theme: Understanding Goals and Purposeful Behavior

Every child needs to see that the antidote for vacillation, lack of confidence, disappointment, and fear of failure is courage. He also needs to become aware of the relevance of tasks involving home, school, and community for his present and future goals as well as the value of planning for the accomplishment of these tasks.

Unit V is designed to increase each child's understanding of the need for a courageous, resourceful approach to the attainment of his goals.

The Unit V activities are arranged in cycles as shown in the overview table. A regular sequence of presentation may be followed by using the Cycle A activities and then proceeding to Cycles B, C, and D. There is no particular order in which the Unit V activities must be presented. They may be used in any sequence or clustering desired.

These activities may be modified. If an activity is not appropriate for a particular group, it should be adjusted to that group or not used.

UNIT V OVERVIEW

Introductory Story V: Lefty's Hamburger Stand, Page 100

Unit Song V: Things That I Wonder About, Page 100

Activities	Cycle A	Cycle B	Cycle C	Cycle D
Stories	The Swing, Page 102	The Best Way to Learn, Page 105	The Loafers, Page 108	The Traffic Light Song, Page 111
Posters	It takes courage to try	I wonder why	Plan ahead	There is a reason to learn
Problem Situations	Tina and the Class Play, Page 102	Can I Skate? Page 105	No Present from Flopsie, Page 108	Joey Learns to Count, Page 111
Role Playing Activities	It Isn't As Hard As You Think It Is, Page 103	What Else? Page 106	Ready or Not? Page 109	Not Today, Page 112
Puppet Activities	The Girl Who Knew What to Do, Page 103	Chicken Little, Page 106	Mrs. Payne's Party, Page 109	Traffic Song, Page 112
Supplementary Activities	1—Mountain Climbing, Page 103 2—Tell the Class, Page 104	1—What's in the Bag? Page 106 2—Describe It, Page 107 3—Are You Interested in It? Page 107	1—Two New Songs, Page 109 2—Plan with the Class, Page 110	1—Applying the Rules, Page 112 2—Make Up Short Stories, Page 112
Supplementary Reading	*The Little Engine That Could*, Page 104			

UNIT VI

Unit Theme: Understanding Mastery, Competence, and Resourcefulness

Many children have ability but lack the desire to achieve. Having low self-esteem, they lack the courage to try. They must be helped to realize that competency and achievement are the products of desire and ability.

This unit focuses on the child's need to understand his capacities realistically.

The Unit VI activities are arranged in cycles as shown in the overview table. A regular sequence of presentation may be followed by using the Cycle A activities and then proceeding to Cycles B, C, and D. There is no particular order in which the Unit VI activities must be presented. They may be used in any sequence or clustering desired.

These activities may be modified. If an activity is not appropriate for a particular group, it should be adjusted to that group or not used.

UNIT VI OVERVIEW

Introductory Story VI: Duso and Squeaker, Page 116

Unit Song VI: Have a Go at It! Page 116

Activities	Cycle A	Cycle B	Cycle C	Cycle D
Stories	Thaddaeus Platypus, Page 118	The Big Race, Page 121	The Swimming Kangaroo, Page 124	Peekaboo Emu, Page 127
Posters	Have a go at it	Try another way	Be yourself	I'm glad that I am me
Problem Situations	Robby Won't Try, Page 118	Robby at the Jungle Gym, Page 121	Robby Somersaults Best, Page 124	Robby Reaches the Top, Page 127
Role Playing Activities	What Shall I Do? Page 119	Buttons! Buttons! Page 122	Birds in the Nest, Page 125	The Careful Worker, Page 128
Puppet Activities	Janie, Page 119	John Won't Try, Page 122	Cat in a Tree, Page 125	I'm Okay, Page 128
Supplementary Activities	1—Make a Paper Shoe, Page 119 2—Tell the Class, Page 120	1—What Happened Next? Page 122 2—Challenge Game, Page 123 3—Singing, Page 123	1—Let Me Be in Your Circus Game, Page 125 2—Tell the Class, Page 126	1—Sing About the Class, Page 128 2—Draw a Picture, Page 130
Supplementary Reading	*Whistle for Willie*, Page 120	*Maxie*, Page 123	*Just Me*, Page 126	*The Little Rabbit Who Wanted Red Wings*, Page 130 *Little Toot*, Page 130

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an understanding of one's self concept

SPECIFIC BEHAVIORAL OBJECTIVE: To help children acquire a better understanding of trust and that trust leads to a more harmonious society, the children will relate one time when he has been entrusted with something.

SUGGESTED SUBJECT AREA Self- Concept

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read and discuss books	1. Discuss book with the help of suggested questions that are included. Discuss with class what trust is and how we can behave so we will be trusted.	1. Books: * Edith and Mr. Bear Wright, Dave *Bridget's Growing Day, Bromhall, Winifred
2. Play	2. Let children act out story using doll, teddy bear and clock to put on play.	2. Doll, teddy bear and clock

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Trust

1. To help children acquire a better understanding of trust.
2. To encourage children to be trustworthy.
3. To help children understand that trust leads to a more harmonious society.

TRUST is the confidence one person has in another, a belief that he can be depended upon to act as he says he will. It is important that we learn to trust others and that others learn to trust us.

A small child soon learns to trust his parents to feed him when he is hungry and to keep him warm and comfortable. The growing child continues to place trust in others until their actions show him that they cannot be depended upon. A child who has lost trust in others may "give up" because he feels too threatened to move forward. It is important, therefore, that children continue to place trust in the right people.

The child must also learn to be trustworthy himself. Parents begin trusting their children early in life by giving them more freedom and the opportunity to make some decisions. As the child grows, others will feel he is trustworthy if he shows them that he keeps his word. When he says he will perform a task, or otherwise obligates himself, he must make every effort to do what he has promised. If he has ever been disappointed because someone failed to keep a promise, he has certainly wondered if the person could be counted on the next time.

It is important, then, to trust people and to have them trust us. Although we cannot control the actions of others, we must accept the responsibility for our own behavior. Our actions, therefore, can encourage others to have confidence in us.

Edith and Mr. Bear

by Dare Wright

p. 1 ► "Be quiet, Little Bear. I'm reading to you," said Edith.

1. Do you like to be read to?
2. What kind of stories do you like best?

p. 2 ► "Of course he will," Edith said. "He always does."

1. Why do you suppose Edith is so sure Mr. Bear will bring them presents?
2. What are some things parents do for children?

When we count on people to do something, we say we TRUST them.

p. 11 ► And that's where the clock went—right up in the middle of the high mantelpiece.

1. Why did Mr. Bear put the clock up so high?
2. Why didn't Mr. Bear want Edith to play with the clock?
3. Is Edith old enough to understand why the clock must be placed high on the mantel?

p. 12 ► Edith built a stairway of chairs and books, and climbed up to where she could touch the clock.

1. Why do people sometimes do things such as Edith has done when they know better?
2. Do parents sometimes have to put things up high because they cannot trust their children to leave them alone?

p. 16 ► All Edith could think of was how to hide the dreadful thing that she had done.

1. Why do you think she hides the broken pieces?
2. Do you suppose this is what Mr. Bear would want her to do?
3. What do you think Mr. Bear would have wanted Edith to do?

p. 18 ► Edith opened her mouth to say "I did it," but the words didn't come. She shook her head.

1. Did Edith tell the truth? Why not?
2. Did Mr. Bear think Edith would lie to him?
3. Mr. Bear has trusted Edith to tell the truth—What is trust, then?

EDITH AND MR. BEAR by Dare Wright

p. 23 ► "Oh, Kitten," she said, "you're the only one I can tell."

1. Why do you suppose Edith trusted her secret to the kitten?
2. Why *doesn't* she trust Mr. Bear?
3. Can it be that Edith is ashamed to tell Mr. Bear? Why?

p. 36 ► "Now, now, no talking until we get you warm and clean you up."

1. What was Mr. Bear worrying about more—that Edith had run away or that she was cold and dirty?
2. What was Edith worrying about more—being cold and dirty or that she had not done what Mr. Bear trusted her to do?

p. 40 ► "Mr. Bear, I did it, I broke your clock. And now you won't love me anymore."

1. Do you think Mr. Bear will still love Edith?
2. Did Edith expect Mr. Bear to love her?
3. Why do you suppose Edith felt Mr. Bear wouldn't love her anymore?

p. 53 ► "Well, the boat I thought about getting on," corrected Edith quickly, because never again did she tell Mr. Bear a lie.

1. Is Edith learning how to act with people who trust her?
2. What is she doing so that people will trust her?
3. Do people like to feel trusted? What things can they do so that others will trust them?

SUMMARY DISCUSSION: TRUST is expecting people to do what they have promised they will do. We must learn to behave so that other people will trust us.

Further Reading:
BRIDGET'S GROWING DAY by Winifred Bromhall

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an understanding of one's self.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate student's understanding of their needs of others, each student will name at least one way in which you can be a friend.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 1-2-3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View films	1. Discuss films with children as suggested on the film sheet that is included in film case.	Film: *Being Friends, BFA *Cooperation, BFA *Understanding Others, BFA
2. Read books	2. As an independent activity let the children read these books at a reading center and relate them to the class. Children may draw and color a picture showing what they like to do with a friend.	2. Books: * Having a Friend Betty Miles * Peter Has Three Friends Winifred Bromhall

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To develop an understanding of one's self.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate student's understanding of their needs and the needs of others, each student will name at least one way in which attention can be given to those that need it.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 1-2-3

Knowing My Needs

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read Our Veronica Goes to Petunia's Farm, and use suggested format of questions. 2. Ask students who would like to read and give an oral report. 3. Puppet Play	Introduction: Name some needs that everyone wants satisfied: 1. Food 2. Clothing 3. Shelter 2. Discuss the oral reports and ask for the similar concept of the needs of characters and how it relates to them. 3. Have class make puppets of characters in Veronica Goes to Petunia's Farm and give play	Books: 1. *Our Veronica goes to Petunia's Farm Duvoisin, Roger. Alfred A. Knopf New York, 1962 2. *The Chipmunk That Went to Church Bromhall, Winifred Alfred A. Knopf New York 2. * Good Day! Which Way? Steiner, Charlotte 3. Stick puppets. Make larger pictures of characters put on long stick.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Knowing My Needs

1. To assist children in understanding their needs and the needs of others.
2. To help children develop a feeling for the mistakes and misfortunes of others.
3. To encourage a classroom situation in which attention can be given to those who need it.

EVERYONE has certain needs which must be satisfied. The basic needs of all human beings are food, clothing, and shelter. In addition, there are many things an individual requires in his association with other people.

One of these is the need for attention, the desire of a person to be noticed and recognized by the people around him. This need is so strong in some that they will do almost anything, even cause a disturbance, to be noticed. Another is the need for acceptance, the desire to be included by others in groups and activities. Every human being also has a need for affection, and desires the love of his parents and the regard of his teachers, classmates, and friends. Everyone feels a need for the respect of others and for success.

The individual must know his needs to better understand himself and the reasons for his behavior. Adults generally consider the needs of children, but the children themselves may be unaware of their needs. The needs are there, and the child responds to them, but has yet to learn to think of them as needs, or as causes of some aspects of his behavior. In addition, there may be needs which neither child nor adults perceive.

It is extremely important that each person develop a satisfying conception of himself, which requires an understanding of one's needs and of the individual differences between people that give rise to different needs. If a child realizes that everyone has different capabilities and different needs, he is more apt to create a satisfying conception of himself as well as an ability to appreciate the accomplishments of others.

Our Veronica Goes to Petunia's Farm

by Roger Duvoisin

p. 3 ► Truly, thought Veronica, a hippopotamus's paradise.

1. What is a paradise?
2. What do boys and girls need to be happy?
3. What would a children's paradise be like?

p. 5 ► "Well," said Ida, the hen, "I don't like the look of a hippopotamus. It's neither a hen, nor a duck, nor a cow, nor a sheep, pig, donkey, goat, goose, horse, cat, dog. It has no place on a farm."

1. Do you think the other animals will make Veronica feel welcome?
2. Does everyone like to feel welcome? Why?

p. 6 ► "Good morning," repeated Veronica. "I am Veronica, the hippopotamus."

1. Were the other animals being polite to Veronica?
2. Should people speak to others who have been kind enough to speak to them?
3. Why do you think they are ignoring Veronica?

p. 8 ► Veronica ate the grass with little appetite. It did not seem just right either. Even the mud puddle was no longer a just-right mud puddle.

1. Why are things no longer just right for Veronica?
2. Why does Veronica want the other animals to like her?
3. Why would she be happier if the other animals liked her?

p. 13 ► The green grass was less tasty. She lost her fine, big appetite.

1. Why do you think Veronica lost her appetite?
2. Does everyone need to eat?
3. Can it be that Veronica needs friends almost as much as she needs to eat? Does everyone also need friends?

p. 18 ► "Why did she say 'thank you'?" asked Goat. "Ah . . . well, I took some hay to her. Maybe she will eat it."

1. Why do you think this will make Veronica a happier hippopotamus?
2. Do you think she will eat now?

OUR VERONICA GOES TO PETUNIA'S FARM by Roger Duvoisin

p. 22 ► "She is better, she is better," said Straw, Clover, Noisy, Cotton, and all the others in turn, as they walked into the meadow.

1. Why are the animals all feeling gay again?
2. Why does everyone need others to be kind to them?

p. 30 ► Veronica said the farm was even more beautiful than it seemed the first day she came. IT WAS INDEED JUST RIGHT.

1. Why did the farm seem more beautiful?
2. How can friends help make people happy?
3. Why do you think everyone needs friends?

SUMMARY DISCUSSION: There are some things we need in order to live and grow, like food and clothing. There are other things we need in order to be happy. Friendship is one of these things.

Further Reading:
WHAT'S A COUSIN? by Helen Olds
GOOD DAY! WHICH WAY? by Charlotte Steiner
THE CHIPMUNK THAT WENT TO CHURCH by Winifred Bromhall

Taken From:
The Random House Program for Elementary Guidance
Random House/Singer School Division

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an understanding of one's elf-concept.

SPECIFIC BEHAVIORAL OBJECTIVE: To develop activities that spark curiosity and to discover the joys that can be received from curiosity, each child will be able to relate at least two advantages and two disadvantages of being curious.

SUGGESTED SUBJECT AREA Self-concept

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read book Petunia Takes a Trip.	1. Discuss book with class with the help of questions that are included.	1. *Petunia Takes a Trip Duvoisin
2. A few children may read books and report on them.	2. Children report on books read. Discuss with class the best way to handle curiosity so that they will not be harmed.	2. * Lonely Veronica Roger Duvoisin *Twinkle, the Baby Colt Barrett, Lawrence *Edith and Mr. Bear Wright, Dave.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Curiosity

1. To encourage stimulating classroom activities which will in turn spark curiosity.
2. To help children discover the joys which can be reaped from curiosity.
3. To encourage study of a child's curiosity.

CURIOSITY is a feeling inside a person that causes him to explore and to learn, to find out about things and how they work. It is of great benefit if it leads to learning, to the thrill of discovery; but it may draw the individual into dangerous situations as well. The child must learn to examine the situation and determine if there is any danger involved before he succumbs to his curiosity.

The progress of civilization from the Stone Age to the Age of Science is a result of facts learned and discoveries made through curiosity. The *individual* benefits from curiosity, for it influences the way he appears to other people. A curious child is apt to be eager and alert and will make a far better impression on others than a child who never seems anxious to learn anything.

Curiosity, however, is not an incidental part of the process of learning, but a basic characteristic which requires organized attention. Too often, a child's curiosity tends to diminish in late childhood and adolescence. In the young child, one question leads to another, and his curiosity may be stifled by an adult who feels incapable of providing sufficient answers. The child, however, will usually be satisfied with an answer that need not be adult-like in depth or scope.

Curiosity is a stimulus for learning. Dampened, it will lead to a withering of interest; inflamed, it can spark the child to the full exploitation of his capabilities.

Petunia Takes a Trip

by Roger Duvoisin

p. 2 ► "Where does it come from?" asked the goslings. "Where does it go?"

1. Where do you think it comes from? Where do you think it goes?
2. Have you ever wondered where little goslings go when they follow their parents?

p. 5 ► And she did calisthenics in the middle of the farmyard, every morning and every afternoon.

1. Why is Petunia working so hard to find out where the plane goes?
2. When people want to find the answer to something, what should they do?
3. If Petunia asked *you* what she should do, what would you tell her?

p. 11 ► She had the sky all to herself. It was wonderful.

1. Have you ever wondered what it would be like to be able to fly?
2. How do you think birds fly?
3. How could you find out for sure how birds fly?

p. 13 ► Blown about the black clouds like a leaf, she could not tell which was up and which was down.

1. Is Petunia in trouble?
2. Did she get into trouble by trying to find out where the planes go?
3. What do you think will happen to her?

p. 15 ► "Oh, what an adventure," said Petunia, above the big city. "Where am I? What am I going to do?"

1. How did Petunia come to have this wonderful adventure?
2. Now are there even *more* things she wants to find out?
3. How is Petunia finding out the answers to her questions?

p. 18 ► While Petunia ate a triple-decker sandwich the policeman and the taxi driver told her about their city, how beautiful and big it was.

1. Do you suppose Petunia ever ate a triple-decker sandwich before?
2. Do people enjoy eating things that are new to them? Give examples.

by Roger Duvoisin

p. 24 ➤ And they drove Petunia to a place where there was a house so tall that its roof was hidden in the clouds.

1. What are some new things Petunia has learned so far?
2. When she wondered where the airplane was going, do you think she imagined she would see all this?

p. 26 ➤ "How can you live in the big city?" she asked him. "You are so small! You would be happier on a farm."

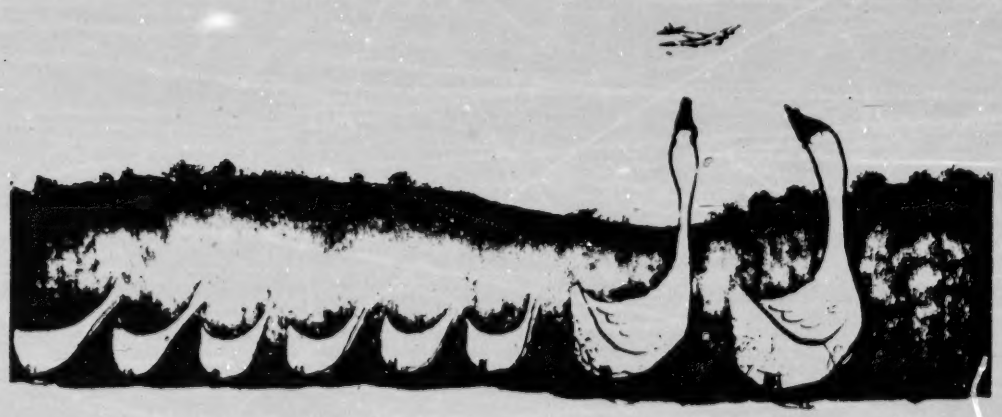
1. Why does Petunia think the sparrow would be happier on a farm?
2. Everyone is not alike and would not be happy doing the same thing. How do people differ from one another?

p. 30 ➤ Many a time afterwards she told her children about the beautiful, big, BIG world one could see beyond the hills.

1. How did Petunia satisfy her curiosity?
2. Do you think the goslings will be curious about things as they grow?

SUMMARY DISCUSSION: The best way to learn about things is to ask questions. We must be careful, however, not to satisfy our curiosity in ways that might harm us.

Further Reading:
LONELY VERONICA by Roger Duvoisin
TWINKLE, THE BABY COLT by Lawrence Barrett
EDITH AND MR. BEAR by Dare Wright



Taken From
The Random House Program for Elementary Guidance
Random House/Singer School Division

BROAD OBJECTIVE: To develop an understanding of one's self concept.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of responsibility each child will tabulate daily for two weeks showing that he has kept his room at home neat and his desk at school neat 80% of the time.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 2

Citizenship

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Listen to cassette tape	1. Listen to this open-ended tape and have a discussion afterwards on what the children would do or have each child draw a picture of what he thinks should be done.	1. *"Sally's Room" Wilson Educational Cassette Living With Others - Citizenship II part 3
2. Give children chart that will be checked daily	2. Pass out dittoed chart that you make on a 8½x14 ditto (long ditto) and have students put name and begin their chart. This activity could be done right before milk break so that those that don't have a clean desk can clean it during this time. You might choose two people (or have class choose) to be desk checkers and they could put stars if desks are neat.	2. Chart made by teacher

Name _____

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
My room is neat (at home)													
My desk is neat (at school)													

Put a star if neat, an X if not.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To accept and respect self and others

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate his knowledge of the meaning of responsibility by stating two instances in which he has been responsible and two instances when he has been irresponsible in the past week.

Responsibility

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrip	1. a. Introduce film by asking."Will someone tell what might happen if you are told to do an errand and then forget to do this errand?" b. What does being responsible mean?	Filmstrip and cassette *Open Ended Stories filmstrip and cassette "Open Gate" 134-2 IFC
2. Write a paragraph to the ending of this story.	2. Discuss that there are many possible ways to end the story and they are to complete the story in their own way.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: Responsibility toward self and others

SPECIFIC BEHAVIORAL OBJECTIVE: After completing the activity each child will be able to distinguish between a pleasing sound and a disturbing noise by listing five of each.

AWARENESS

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 1-2-3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Filmstrip and cassette tape.	1. Show the filmstrip "There Are Sounds Around You" upon completion discuss the sounds that appeal to us - (example: Piano, singing, etc) and discuss noises we don't like (ex. people arguing, banging on a piano, etc.)	1. *Outset/Listen "There Are Sounds Around You" (Part 2) Guidance Associates Sound Filmstrip Pleasantville, N Y
2. Awareness Walk	2. The children will take a walk as a class around the school. This is a listening exercise and before leaving the game should be explained.	
3. Game: What I Heard Name _____ Noise | Pleasant sound	3. This game is to list all the pleasant sounds and noises that the student can remember. The one who remembers the most and has them in the correct place is the winner. You do not count those that are not in the correct order.	
	(Continued)	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. Sound Day	4. The following day you could have each child bring in something that would make an interesting or unusual sound. Each child would make his sound and class would decide whether it was pleasing or a disturbing noise. There should be a discussion of Noise Pollution and how in our growing society we need to be courteous to others. Example should you mow the yard at 6:00a.m. saturday morning? Noisy motorcycles? Practice playing your instrument early or late?	
5. Make Instruments.	5. Make and use instruments from "This is Music" (drum from coffee cans, triangle from hanger and nail.)	

50

BROAD OBJECTIVE: To develop an understanding of ones self

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of self, each student will be able to write a paragraph about themselves including at least one sentence telling about things they enjoy doing.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 2

Self Analysis

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View strip and listen to cassette.	1. Because there are three parts to this lesson, suggest this be developed over three separate periods. Following each part discuss the information as it may relate to child.	1. Filmstrip and cassette: * Who Do You Think You Are? Guidance Associates
2. Write stories about themselves, with a baby picture pasted on sheet.	2. As each part is heard have children write a paragraph about themselves with the picture pasted on the writing paper.	2. Writing paper, cut in half picture or photo of each child.
3. Draw pictures	3. Following the discussion and writing of paragraph on actions have each child make a picture of themselves doing something they enjoy. Put stories and picture together as a booklet.	3. 4½ x 6 white construction paper.
4. Me Booklet	4. Following filmstrip "Who Do You Think You Are" have child make his own booklet.	4. See insert p. 15 A-0
5. Duso Kit	5. Follow directions in teachersguide on	5. *Duso Kit American Guidance Service book 2

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Grade 2 - D. Moore

This is from Learning Experiences in Reading, Ed. Britannica

My ME Book

52

15a

by _____

Illustrated by Me

Dear Mom and Dad,

I hope you like my book. I did the nicest work that I could. It's all about me!

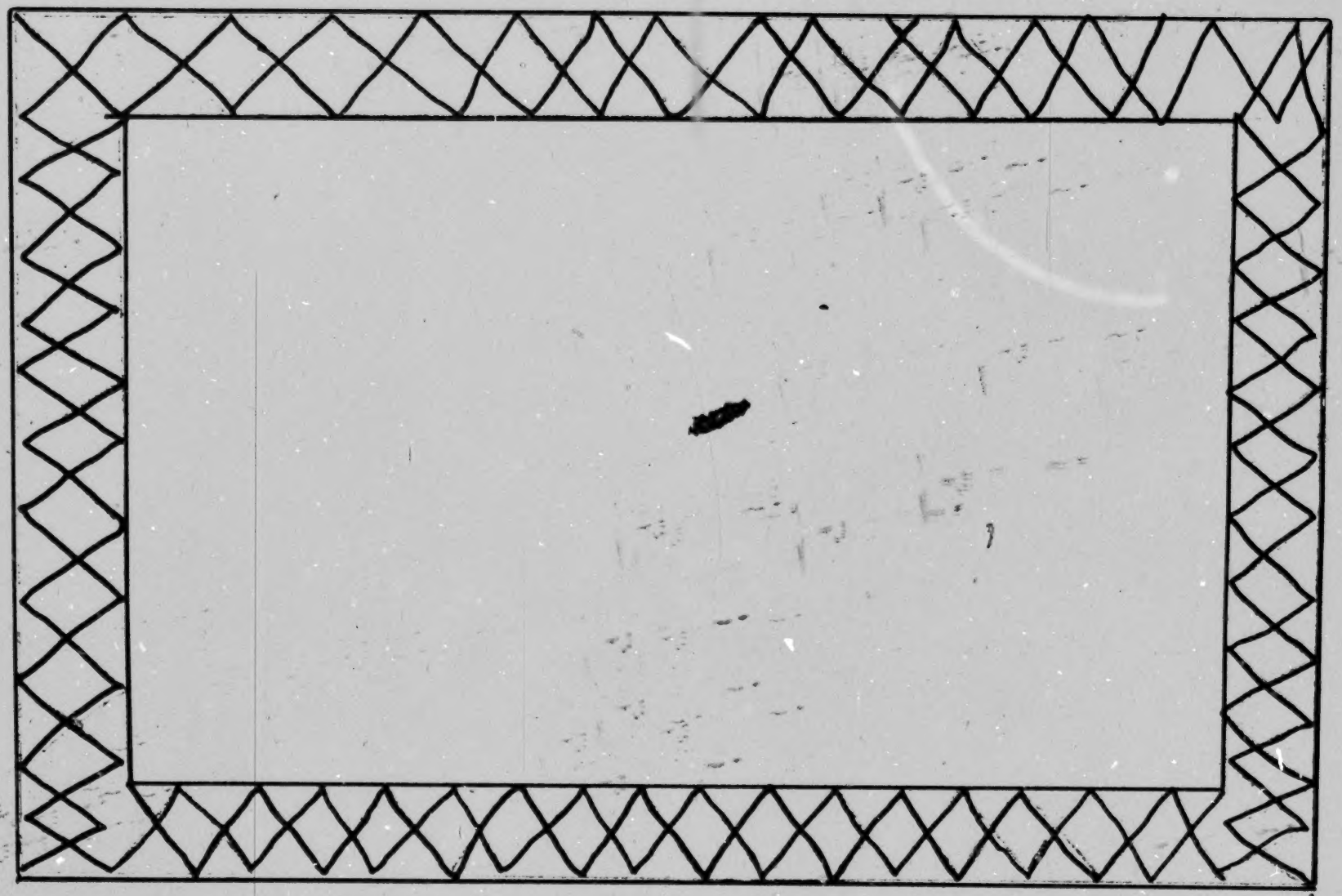
Since I am an important person at home, at school and in my world, this is an important book.

May we sit down and read it together sometime?

Love,

_____

I Look At Myself



See me. I'm _____
(Name)

15c

Poems About Me

Growing

When I ask Mother
she doesn't really know:
"What's inside of me
making me grow?"

So I ask Father
who doesn't grow a bit;
"What's inside of YOU
making you quit?"

And Father says, "Hmmm...
I'm-busy-now, Son..."
So I STILL don't know
how growing is done.

-Aileen Fisher

Everybody Says

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's.
But I want to look like
ME!

-Dorothy Aldis

Something About Me

I am ___ years old. I

Making Friends

52

_____ and I like to _____

We are friends.

15 f

Having Fun

58

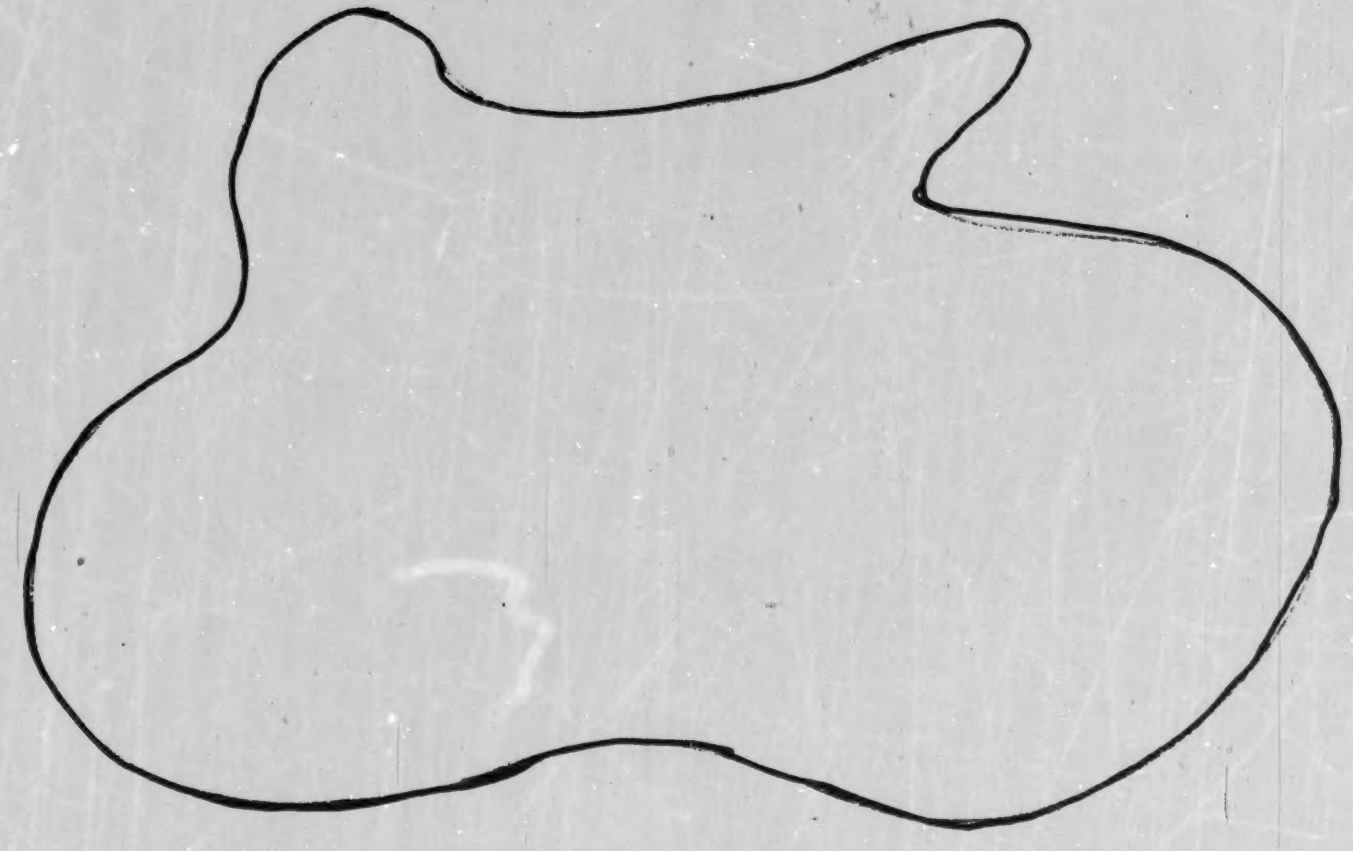
I like to play

15g

I Like to Wear

My favorite clothes are

My Favorite Color



This color is

like it because

I Get Ready for School

Before school I

I Like to Eat

The food I eat best is

My Favorite Season

The Seasons

Spring is showery, flowery,
bowery;
Summer: hoppy, poppy,
croppy;
Autumn: wheezy, sneezy,
freezy;
Winter: slippy, nippy,
drippy.

- Mother Goose

63

This is

What Kind of Weather Is It?

Sometimes it's hot.

Sometimes it's cold.

I like a _____ day best because _____

_____

_____

15m

sunny - snowy - cloudy - rainy - foggy - cold - hot - cool - warm

A Surprise

Look at my pretend friend.

He is a

He

15n

Pretending I'm Grown Up

I like to play I am a

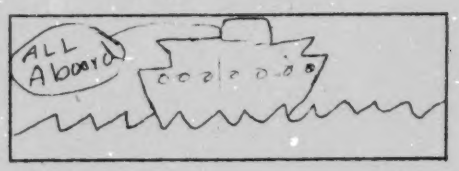
Maybe someday I will be!

BROAD OBJECTIVE: To develop a positive attitude toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate his knowledge of cooperation by working cooperatively with other students throughout the year.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1-2

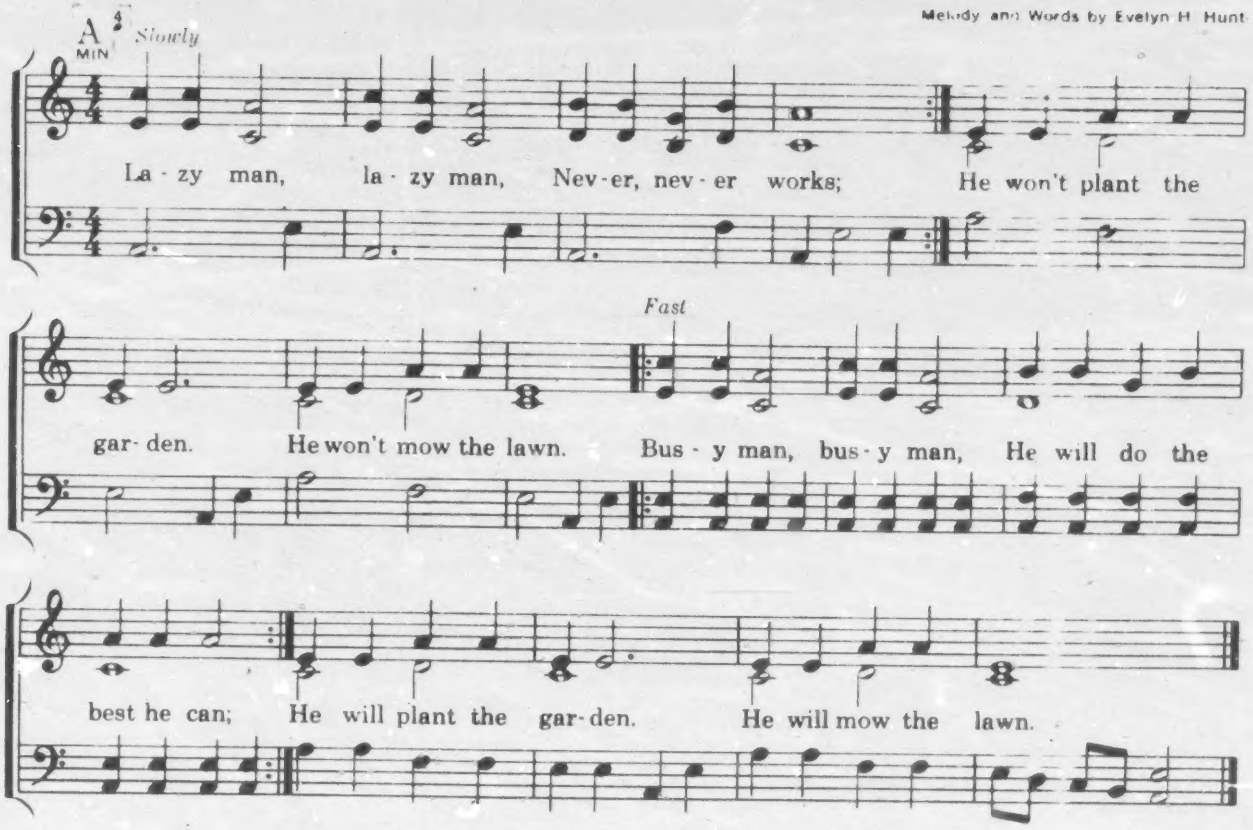
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. a. At the beginning of the year we start on a pretend trip on board a big ship. Teacher - Navigator Children - Crew Monitors - Captain Desk - Deck Anchor - Put up at beginning of the day and down at end of day. Trip lasts for nine months. Travel around the world b. Read book in resource This could be used as a train or jet trip	Discuss workers on a ship and ask students if they think these people have to work together to get to a certain place. Talk about what implication this has in the classroom.	1.a. Bulletin board  b. Books *Your World Let's Visit a ship, Pope, Billy N. Emmons R.A Taylor Publ. Co. *I Want to be a Ship Captain, Greene, Carla Ships Honor Roll (Use all year) Larry Wendy Captains Sherrie Terry (Cont)
2. Show film or pictures of people in other places.	2. Discuss places children might want to visit. Discuss similarities of homes, clothing, country, people, etc.	
3. Creative "Around the World Experience Corner".	3. Let the children make the objects that you are emphasizing from the country discussed.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. Sing songs		2. pictures of people in other lands. 3. Materials from home, Child Craft Golden Encyclopedia, Upper Grade geography and history books 4. "The Lazy Man and The Busy Man" P. 50 This is Music (attached) Allyn, Bacon Gr. 1, 1965

The Lazy Man and the Busy Man

Melody and Words by Evelyn H. Hunt

A MIN
Slowly
La - zy man, la - zy man, Nev - er, nev - er works; He won't plant the
Fast
gar - den. He won't mow the lawn. Bus - y man, bus - y man, He will do the
best he can; He will plant the gar - den. He will mow the lawn.

Let some of your children move like the "lazy man" and others move like the "busy man." Ask the children who are watching the dancers to see if they can guess what they are doing.

Play slowly, once through, for the lazy man. Play fast, once through, for the busy man.

Bells:

‖:	8	8	6	-	8	8	6	-	7	7	5	7	6	-	-	-	:‖
	C	C	A		C	C	A		B	B	G	B	A				
	3	3	6	6	3	3	-	-	3	3	6	6	3	-	-	-	
	E	E	A	A	E	E			E	E	A	A	E				

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE. To provide general observational experiences of the World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of community workers each student will be able to list five workers and tell why they are important in the community.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

Introduction to World of Work

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show film or filmstrips. 2. Bulletin board idea: LET'S THINK AHEAD 3. Read poems and sing songs and dramatize.	1. Students count number of jobs that are covered in film or filmstrip. Discuss workers student are aware of in the community and what they do; also why they are important to us. List work suggested on board. Discuss - What they think they want to be? What significance does occupation have? What do they know about the job that they want to do? 2. LET'S THINK AHEAD Draw around the shadow of each student's head (silhouette). Use filmstrip projector for light to make shadow. Then have students think ahead to what they want to be. Before you discuss the work, then after it to see if any have changed their mind. 3. Teach the poems and songs and have children suggest dramatization.	1. Filmstrip and record: * Wally the Worker Watcher World of Work Series Film: * Career and Costume Circus Communico 2. 3. Poems: "When You're Grown Up" Grace Nash (attached) "What Would You Like to Do" (attached) Song: "When I Grow Up" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

WHAT WOULD YOU LIKE TO DO?
By Gayle L. Kloppenburg

What kind of work would you like to do?
When you're all grown up and not in school

Would you like to be a doctor who helps
make people well?
Would you like to be a salesman with
something fine to sell?

Would you like to be a pilot flying high
up in the air?
Or a fireman or a policeman helping
people everywhere?

Would you like to teach nice boys and
girls to read and write and spell?
Whatever job you choose to do, work
hard and do it well!

WHEN YOU'RE GROWN UP

When you're grown up as big as me
What do you think you are going to be?
These magic shoes will help you to walk,
So, please put them on without any talk,
Lace them up tight and then you can be,
A policeman or doctor, mother or teacher,
space pilot, driver, a nurse or a preacher.
Everyone practice until I clap three,
Then each on will show what he wants to be.

by Grace Nash

When I Grow Up

Music and Words by Judy Rector
Adapted

Brightly

C

1. What do you want to be when you grow up?

C G

What do you want to be?

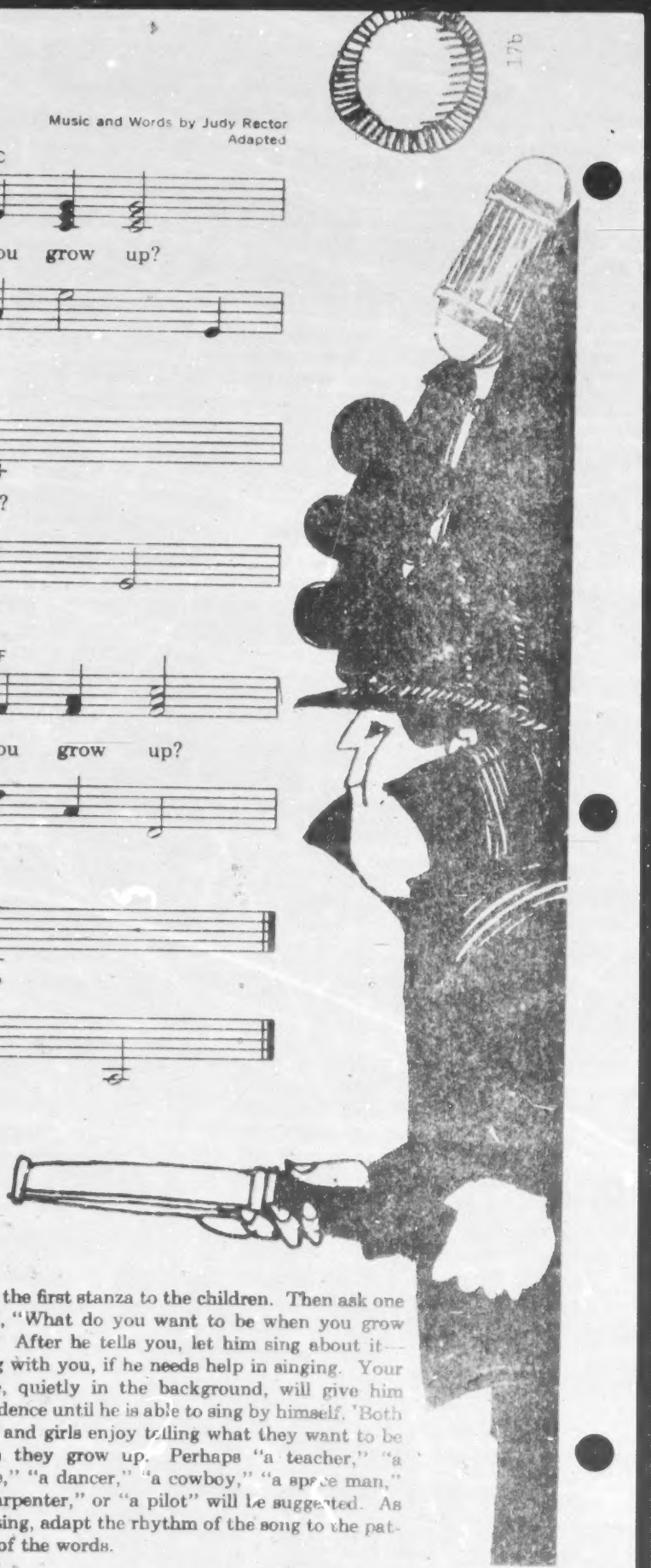
C7 F

What do you want to be when you grow up?

C G7 C

What do you want to be?

Second stanza—piano accompaniment as before

2. I'll be a doc-tor when I grow up,
That's what I want to be.
I'll be a doc-tor when I grow up,
Just you wait and see.

Sing the first stanza to the children. Then ask one child, "What do you want to be when you grow up?" After he tells you, let him sing about it—along with you, if he needs help in singing. Your voice, quietly in the background, will give him confidence until he is able to sing by himself. Both boys and girls enjoy telling what they want to be when they grow up. Perhaps "a teacher," "a nurse," "a dancer," "a cowboy," "a space man," "a carpenter," or "a pilot" will be suggested. As you sing, adapt the rhythm of the song to the pattern of the words.

BROAD OBJECTIVE: To develop positive attitudes toward the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Following discussion and use of filmstrips, each child will be able to write three reasons why people work.

SUGGESTED SUBJECT AREA Social Studies

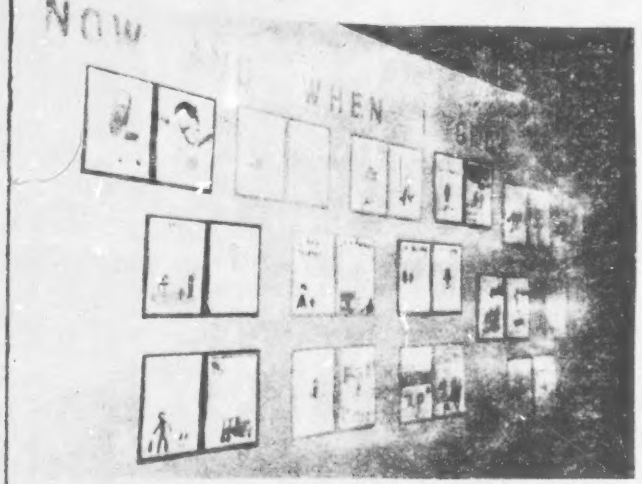
SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read books.	1. Discuss: a. Children recognize his own parents as community helpers. b. Why do parents and neighbors work? c. What do they have to do with some of the money.	1. Books: * Friendly Workers Around Town Hefflefinger and Hoffman, Children's Press. * About Men At Work, Radlauer, Ruth Children's Press.
2. View filmstrip	2. Discuss what parents do at home and the need for jobs outside of their homes.	2. Filmstrips: *"What Else Do Mothers Do?" *"What Else Do Fathers Do?" Filmstrip and records, World of Work Series. Edu-Craft *"Fathers Work and Mothers Work, Too." Imperial Film Cc , Inc. 4404 S. Florida Avenue, Lakeland Florida. *"Some Neighborhood Helpers"(set) Eye Gate House 146-01 Archer Ave. Jamaica, NY 11435 Bismarck Schools # 937 "People At Work"
3. Resource people	3. Send out attached letter, selectively to parents of students that have	3. Parents, suggested letter

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	3. continued - jobs which apply to this grade level, have them come in and discuss their job.	
4. Use bulletin board ideas of grouping workers with posters or sketch workers. (see attached sheet) Or use ideas of using hands.	4. Have children find which jobs they see in the filmstrips and what their parents do that are pictured on bulletin board. Group some workers as suggested on page 18-c.	4. Posters: Community Helpers Hayes School Pub. Co. Inc. Wilkinsburg, Penn.
5. Read poem.		5. Poems enclosed.
6. Sing Song		6. "Helping Mother Bake a Cake" (enclosed 18 d)
7. Have each child take a sheet of paper home and trace their parent's hands.	7. Discuss with students how people work to be dependable and responsible.	7. 9 x 12 white construction sheets writing paper
8. Have students take the returned drawings and cut out the hands.	8. Ask students if they ever stop to think what their parents do for them.	
9. Have students trace and cut out letters spelling, "Home and Community Helping Hands" for bulletin board headings.	9. Discuss how each of their parents is a community helper as well as a helper at home.	
10. Have students mount hands of their parents on the bulletin board.	10. Discuss importance of hands.	
11. Have students write two or three sentences telling what these hands do.	11. Discuss how a doctor and a garbage collector both use their hands.	
12. Bulletin Board.		



SUGGESTED LETTER TO PARENTS

Alternative: ~~Interview~~

Dear Mr. _____
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.
(child's name)

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

_____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.?

_____

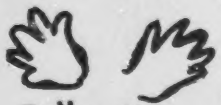
_____

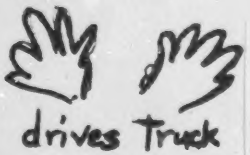
4. Would a field trip to your place of employment be beneficial at this grade level? _____

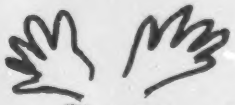
Thank you for your consideration.

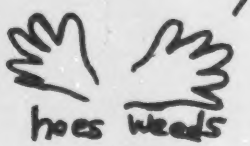
_____
Sincerely yours,
(teacher)

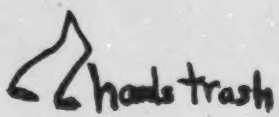
Who Works In Our Town?

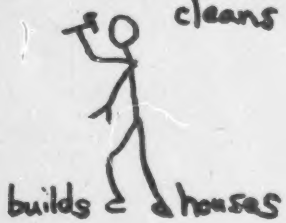








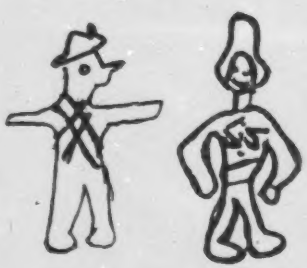




In our town workers...

build things

protect us



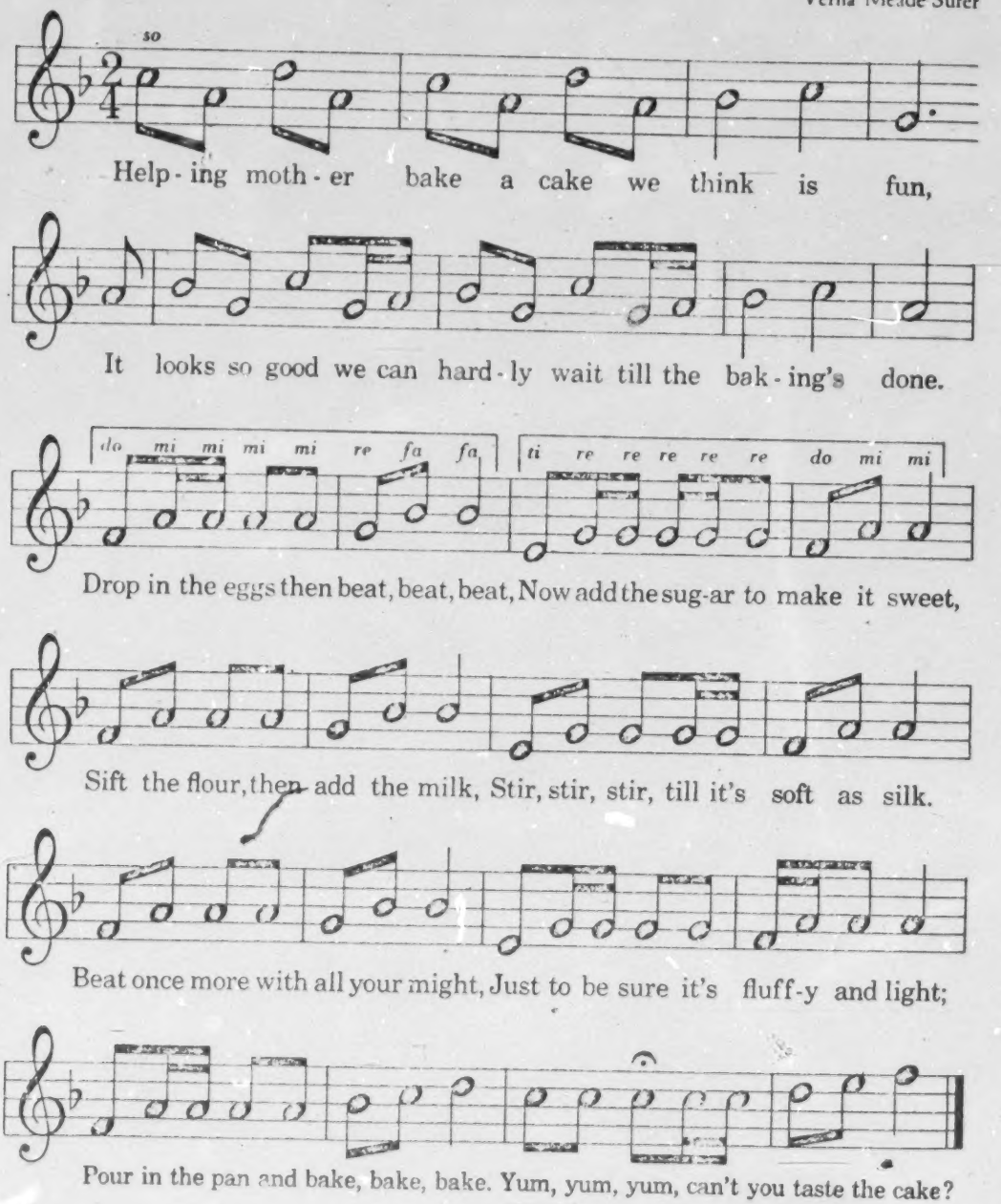
repair things

help us learn

Helping Mother Bake a Cake (p. 229)

V. M. S.

Verna Meade Surer


so
Help - ing moth - er bake a cake we think is fun,
It looks so good we can hard - ly wait till the bak - ing's done.
do mi mi mi mi re fa fa
ti re re re re re do mi mi
Drop in the eggs then beat, beat, beat, Now add the sug-ar to make it sweet,
Sift the flour, then add the milk, Stir, stir, stir, till it's soft as silk.
Beat once more with all your might, Just to be sure it's fluff-y and light;
Pour in the pan and bake, bake, bake. Yum, yum, yum, can't you taste the cake?

FUTURE PLANS BY HARRIETTE WILBUR PORTER

MY BROTHERS AND THEIR PLAYMATES ALL
KEEP PLANNING WHAT THEY'LL DO
WHEN THEY ARE VERY BIG AND STRONG
AND EDUCATED, TOO.

JOHN WANTS TO BE AN ENGINEER,
AND CARL A PASTRY COOK.
AND GEORGE WILL GO TO PRACTICE LAW,
AND BEN WILL WRITE A BOOK.

TOM SAYS HE'LL BE A CARPENTER
DON WANTS TO BE A COP.
AND BOB WILL KEEP A GROCERY STORE
OR ELSE A CANDY SHOP.

THEY'RE ALL SO FULL OF BUSINESS PLANS
THEY WON'T HAVE TIME TO BE
THE PRESIDENT IN WASHINGTON
WHICH LEAVES THAT JOB FOR ME!

From the Instructor, F. A. Owens, Pub. Co.

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate student's knowledge of workers that produce goods and those that produce services each student will list two workers that produce goods and two workers that produce service.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL second

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrip	1. Discuss with aid of picture charts: a. Jobs that provide products and services. b. Let the children name jobs or services some parents do. c. What do these people need to know in their jobs? d. Why are these skills or jobs so important to us?	1. Filmstrips: Bismarck Filmstrips #934 Our Neighbor Stores *"City Helpers" Our Community Helpers Series. L.F.S. *"William, Ramon, Andy and Five Friends At School" 1. We Learn on a trip 2. Finding Our Way.
2. Use Chart	2. Use small pictures of members of families and make a chart of the skills their parents or people they might know who give service to others.	2. Picture Charts "*People Who Come to my House" "*People in the Neighborhood" Child's World, Inc. 515 N. Front St. Box 711 Mankato, MN 56001

Worker	Things they do	People who use the help
MOM	cooks shops cleans	Our family
DAD	paints houses	Everybody in town

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

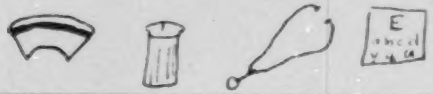
BROAD OBJECTIVE: Develop the child's awareness that positions are related within job families.

SPECIFIC BEHAVIORAL OBJECTIVE: After introductory activity each student is able to name four workers within the area of those who protect our health.

(People who protect our health)

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Make bulletin board display of pictures, information or articles the children may bring or create that pertains to this family of workers.	1. Motivate discussion by asking for a list of workers that protect our health. Doctor, Nurse (Medical or dental) Dentist, Garbageman, eye doctor, etc. Introduce the unit with any one of suggested activities listed in the activity column.	1. *Community Helpers Posters F. A. Owen Publisher, Dansville, NY * Community Posters Teaching Pictures, D. Cock Publishing Co. Elgin, Ill 60120 *Instructo Flannel Board Visual Aids Instructo Corporation, Paoli, PA 19301
People Who Protect Our Health 		
2. Pictures, tools of trade uniforms.	2. Show pictures of tools or uniforms and have children guess which job it represents.	2. Teacher's or students being in
3. Make up riddles about these workers.	3. Children read or tell riddles and let them name the worker.	3. Made by teachers or children.
4. Use filmstrips.	4. Discuss filmstrip.	4. *About Friendly Helpers For Health and Safety, Children's Press, 1224 West Van Buren, Chicago I-1. 60607
5. Make a booklet of creative stories or ditto pages for each using cover design of hats, caps or equipment of workers.		Filmstrip: Our Health Dept. Britannica, 1965
6. Book.		6. *About Friendly Helpers for Health and Safety - Hoffman Heffelfinger

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Develop the child's awareness that positions are related within job families.

SPECIFIC BEHAVIORAL OBJECTIVE: After pictures have been displayed children will be able to match number of pictures with the name of the worker.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Teacher presents the picture story study prints to children.	1. As an introduction or as a review these pictures with records, stories, things to talk about, words to know and suggested things to do provide much help and instructional aids for the teacher to use as she wishes.	1. *Hospital Helpers. Singer S.V.E. Sp.124 a. Surgical Group b. Ambulance Helpers c. Reception desk helpers d. Doctor examing patient e. Preparing patient for X-ray f. Nurse and aide g. Dieticians check food h. Physical therepist
2. Bulletin Board	2. As children have been introduced to prints arrange them on a bulletin board and naming each worker. Later number each picture to accomplish behavorial objective.	2. Letters "Hospital Helpers" on bright color background for display.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide general observational experiences of the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completing activity about the doctor each student shows that he is aware that school is a part of preparation for a career by relating how school prepares a person to become a doctor.

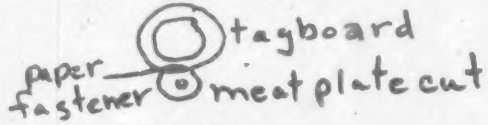
SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

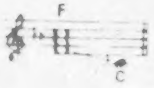
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read books from resource list.	1. Who do you call when you-or a member of your family becomes ill or is injured. In what ways does he help us? What education or training do they need?	1. Books: *True Book of Health - Haynes *Boy Doctors - Will and Charlie Mayo Hammon Tree - Bobbs - Merril Co 4300 West 62nd Street, Indianapolis, Ind 46268 *I Want to Be a Doctor - Children's Press, 1224 West Van Buren St. Chicago, Il 60607 How Doctors Help Us, Alice Meeker Denefic Press, Chicago, Il 1964 Gr. 1-3 Doctors and Nurses What Do they Do? Carla Green; Harper 1963 $1. 95 *Come to Work With Us In - Hospital Sextant Series - Jean & Ned Wilkinson * About Dr. John - Thompson *About Jill's Check-up Ruth Jubilier
2. Use a real stethoscope. Have the children listen to each other. Use a thermometer. Weigh and measure the children as the doctor or nurse does.	2. Weigh and measure children. Chart information for future reference for growth.	2. Bring Thermometer and stethoscope, scale and measurement tools. *Community Helpers and Workers Series Doctor's Office Workers SVE
3. View filmstrip continued	3. Review the work that a doctor does to protect our health.	3. Filmstrip: *The Doctor - Community Helper Series L.F.S. Gr. 1-3 color McGraw Hill 1959 "Mothers Work Too" L.F.C.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

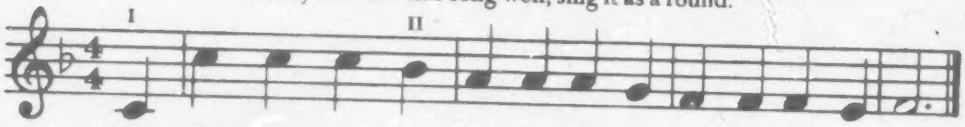
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. Sing Songs		4. Music - "Miss Polly Has a Dolly Who is Sick, Sick" Music in Home Unit "For Health and Strength" in Making Music Your Own. Silver Burdett Co. Attached
5. Make Hat	5. Use tagboard and circle 	
6. Role play	6. Put on uniform (old white shirt) and hat that kids have made and role play operation. Use stethescope and different tools that you have available or that children have drawn.	6. old white shirt - hats that kids make
7. Film		7. * 107A Doctor - Long Film Slide Series II

▷ *For Health and Strength*



Old English Round

When you know this song well, sing it as a round.



For health and strength and dai - ly food We praise Thy name, O Lord.

On another day, have the children outline the rise and fall of the melody by moving their arms in the air as they sing this round.

You can play an introduction to this song and continue the pattern throughout the round just as in "Scotland's Burning." Page 33

In this song, the tonal center is F. It is in the first space of the staff. Find F on the tuned bells. Start by counting F as "one." Count up five bars on the lower row to C. Play this fifth step of the scale; play the C an octave below; play the tonal center, F.

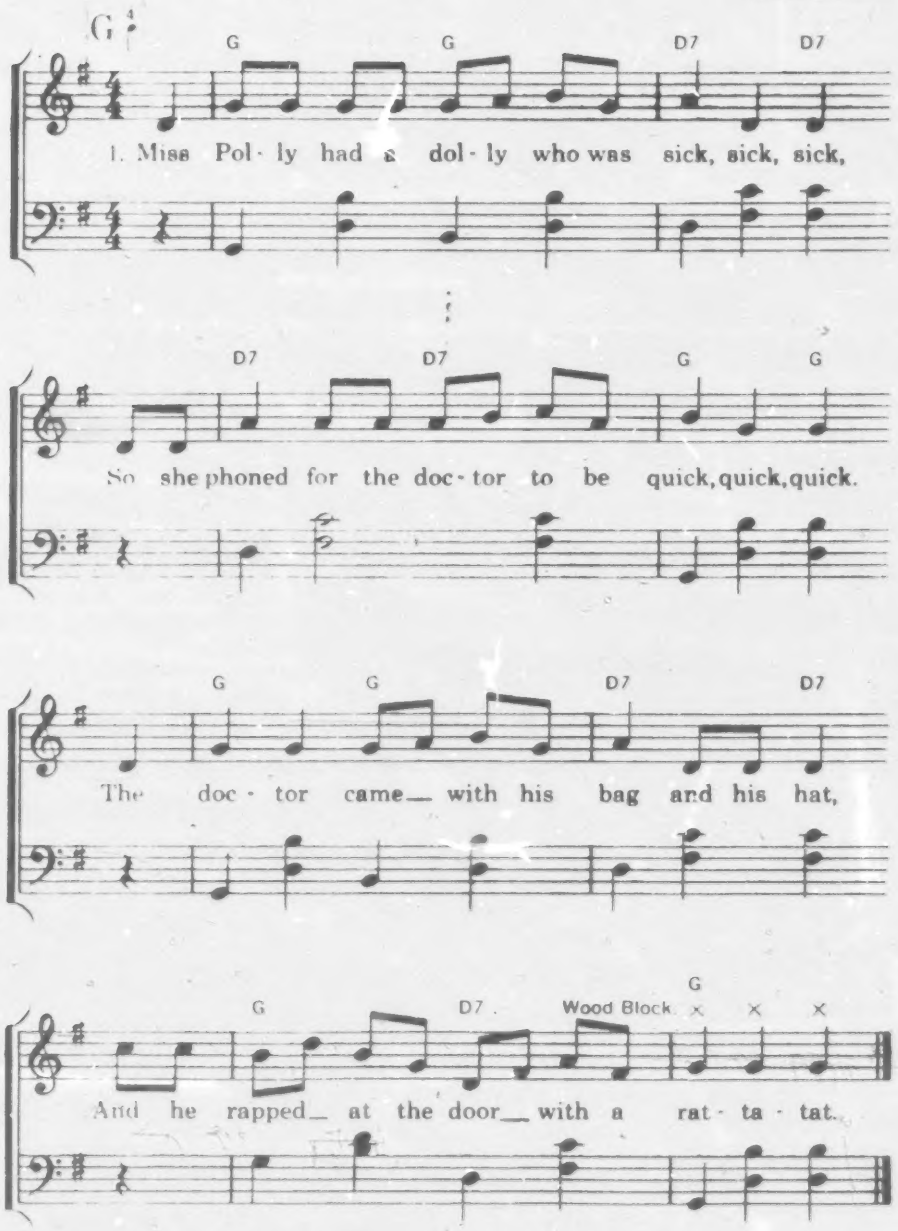
Point out to the children how F relates to the group of three bars on the upper row of the tuned bells; how C relates to the group of two bars.

This is how the introduction looks when it is written on the staff:

Refer to the introduction for "Scotland's Burning." Point out to the children that in both songs between the tones is the same. Both introductions begin on the tonal center, although the tonal center

Miss Polly Had a Dolly

Old English Rhyme
Source Unknown



2. He looked _ at the dolly and he shook his head;
Then he said, "Miss _ Polly, put her straight to bed."
He wrote on a paper for a pill, pill _, pill,
"I'll be back _ in the morning with my bill, bill, bill."

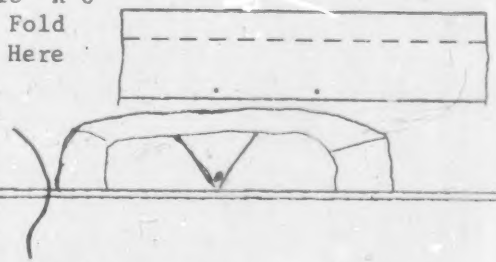
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of activities student will be able to demonstrate at least one way that a nurse helps a doctor.

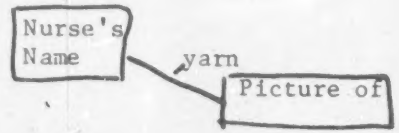
SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read books from list	1. Discuss the work that a nurse does a. What kinds of nurses are there? (school - medical - dental)	1. * I Want to be a Nurse, Children's Press, 1224 Van Buren St. Chicago Ill 60607 * About Miss Sue, the Nurse, Frances B. Thompson, Chicago, Ill, Meimont, 1963, Gr. 3 * I Know A Nurse, Marilyn SchimaR.N. and Polly Bollam, Putman
2. View filmstrip	2. Following filmstrip ask: a. What training or education do they need? b. How does a nurse help a doctor? c. What kind of a person do you think a nurse should be?	2. Filmstrips: *"The Nurse" Community Helper Series McGraw Hill, Color, Gr. 1-3 *"The Nurse" Community Helper Series, Long Filmslide Service, 7565 Fairmont Avenue, El Cerrito Calif.
3. Make a Nurse's cap Con't	3. Make a nurse's cap. 18" x 6" Fold Here 	3. Nurse's cap - 12x18" white construction paper.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. Make play: with a nurse kit Dress up in nurse type uniform Have a few girls dress up in white and act out a skit they have made up.	4. Role play	4. Nurse uniform (white shirt) nurse's cap
5. Write a poem.	5. Write a short story about a nurse and draw a picture of a nurse. Cut paper in symbol for creative writing. (cap shape)	
6. Sing Songs		6. Song: "The School Nurse" Making Music Your Own, Silver-BurdettCc Gr. 3
7. Bulletin Board	7. 	7. Yarn, picture of nurse
8. Put together "nurse puzzle".	8. Within experience or learning center or individual activity - children put together puzzle of nurse.	8. *Community Helper Puzzle NURSE Developmental Learning materials
9. Film		9. * Long Filmslide Series II Nurse - Eye Gate
10. Resource Person	10. Explain to nurse that she should role-play different operations and shots - blood pressure.	10. School nurse.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of the work of an eye doctor each student will be able to state at least one think about an eye doctor's work.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Use the eye chart - check childrens eyes with the Snellen "E" Chart.	1. Display picture of eye. What Does an eye look like? Why do we need to visit an eye doctor?	1. Sellen eye chart
2. Read book	2. Discuss Story	2. Pictures of the eye Book: About Glasses for Gladys, Mary K. Eneson, Chicago, Ill. (Melmont) 1962 Gr. k-3 Filmstrip: *"Optometrist" 107-D Neighborhood Helpers Series Eye Gate House.
3. View filmstrip	3. How can the eye doctor help you? What training or education does an eye doctor need?	
4. Resource person	4. Have eye doctor come to talk to class.	4. Resource person
5. Puppet Show	5. Have children act out (with puppets) the importance of wearing your glasses and child going to get glasses. Try to improve the image of wearing classes.	5. 2 puppets, Eye doctor, child, teacher
6. Film		6.* Long Film Slide - Series II Optometrist Eye Gate

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Following reading and discussion of books student will be able to write at least three sentences telling what a dentist needs to know.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Start a tooth brushing check each morning. Display large dental posters.	1. Why should we brush our teeth?	1. Tooth brushing chart
2. Read from book list	2. How can we keep our teeth strong and healthy? Why do we need to visit the dentist? How often? How important is education to a dentist?	2. Books: * I Want to Be a Dentist, Children's Press 1224 West Van Buren St., Chicago, IL 60607 * So You Want to Be a Dentist Saul Greenberg, New York, Harper & Row 1963 Gr. K-3 * About Jack's Dental Checkup, Jubelier Children's press Gr. 1-3
3. Write - Poem - Story or riddles on a shaped paper.	3. Write a poem or riddle about a dentist.	
4. Art	4. Make a tooth picture.	
5. Resource person from N. D. Dental Health Dept. Capitol Building	5. Visit from a resource person.	5. Resource person
6. View Filmstrips		6. Filmstrips: "The Dentist" Community Helper Series Gr. 1-3 Color, McGraw Hill *"The Dentist" Our Community Helpers Series II. L.F.S
7. Sing Song		Song: "All MY Teeth" (attached)
8. Role Play	8. Have children role play the dentist and what he does.	7. Song: (enclosed) "The Dentist" in Music for Young Americans - Am. Book NY Gr. 1 p.29

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		8. Chair for "patient" and white shirt for dentist to use.

All My Teeth

WORDS BY MADELEINE A. DUFAY
FRENCH FOLK SONG

Home tone: B♭
Starting note: F (*so*, 5)

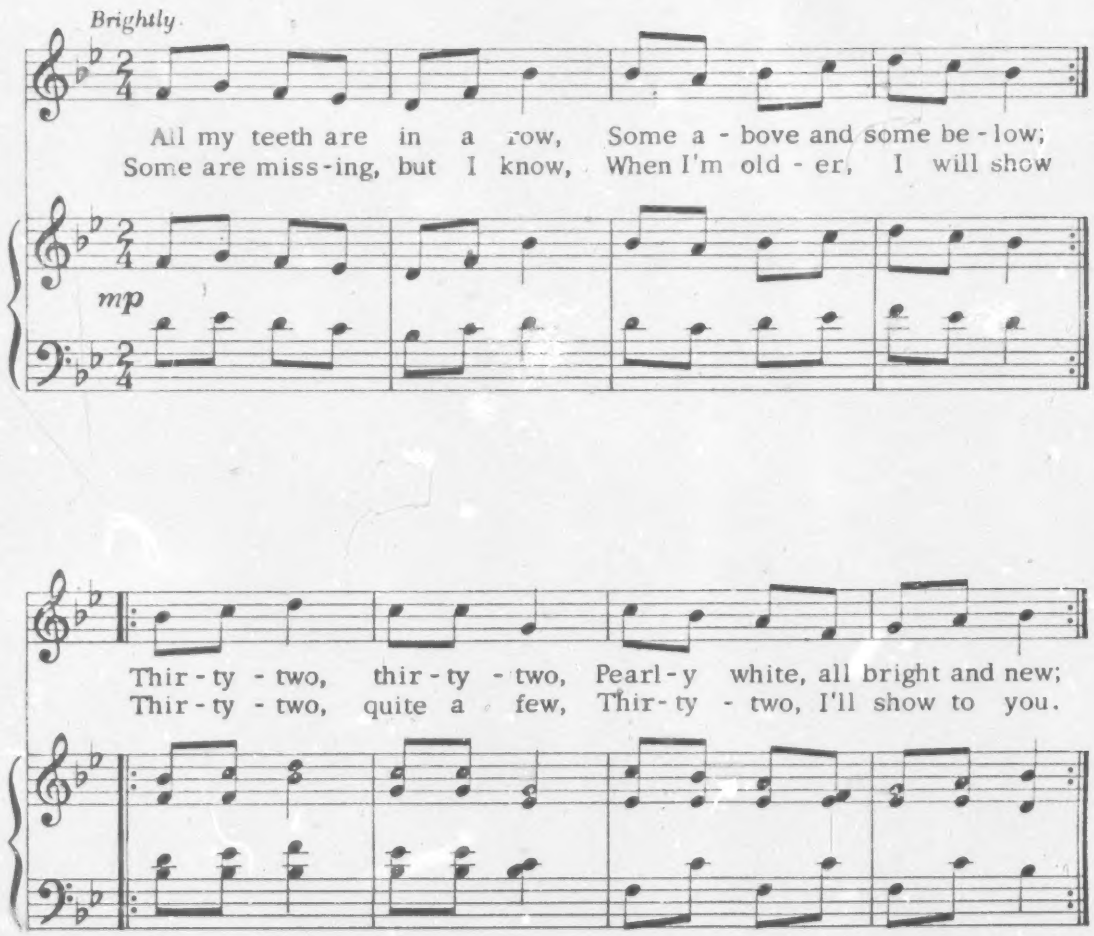
The translation of this gay song retains the idea of the original French text.

MUSICAL LEARNING

- This song should be sung very rhythmically and in a detached staccato style.
- To help the class see the relationship between the rhythm of the words and the melody, have them say the words before they sing the song.
- Point out to the children that only two kinds of notes are used in this song (♩) and (♫). The words we say quickly are set to eighth notes. The words we hold onto are set to quarter notes. (Both kinds of notes can be drawn on the chalkboard.)

RELATED ACTIVITIES The children might be interested in discussing teeth, starting with the 20 baby teeth and proceeding to the wisdom teeth which bring the adult set to 32.

SUGGESTED ACCOMPANIMENT The boys and girls may clap or use rhythm sticks, or pencils on desks, marking two beats per measure throughout the song.

RECORDING This recording has been made by a child, joined by a chorus of children. The xylophone, playing sharply in thirds, provides an accompaniment that suggests two rows of teeth.

Brightly
All my teeth are in a row, Some a - bove and some be - low;
Some are miss-ing, but I know, When I'm old - er, I will show
mp
Thir - ty - two, thir - ty - two, Pearl - y white, all bright and new;
Thir - ty - two, quite a few, Thir - ty - two, I'll show to you.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: After completing the activities student is able to state at least five reasons why the garbage man is important in protecting our health.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Pick up garbage around the school yard.	1. How can we help the garbarge man?	1. Large paper sacks.
2. Read stories	2. How do garbage men help protect our health? Is it a hard job? Why? Is it an important Job? Why? Who would make a good garbageman?	2. Books: *Clean street, Clean Water, Clean Air, Chapin, Albert Whitman and Co. *Let's Go to a Sanitation Dept. Cochran, Johanna. G. P. Putnam New York 1958 Gr. 2-4 *I Know A Garbageman, Barbara Williams
3. View filmstrip	3. Discuss filmstrip	3. Filmstrip: *"The Sanitation Department Crew" Community Helpers Service #1-2 McGraw Hill - textfilm division 30 W. 42nd Street New York, New York
4. Draw four step picture tracing the garbage they pick up. 1 | 2 3 | 4	4. Write the 4 steps of garbage disposal a. Child puts in can b. Garbage man picks up c. Big white truck taked to dump d. Dump being covered over with dirt	
5. Resource Person	5. Have someone come from the Sanitation Dept. to explain what is involved in the job.	5. Resource Person

Teacher Evaluation:

1. Did this activity apply to the suggested subject area? _____; Grade level? _____.
2. Is the criteria for student performance (Specific Behavioral Objective) too high, too low, satisfactory? (circle one)
3. Please comment on reverse side regarding the following:
   a. What additions or deletions could you suggest in the activity and technique column?
   b. Could you suggest additional resource materials for this activity.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Following the activity each student will be able to draw a picture showing at least one way that a community helper protects us.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

People Who Protect Us IV

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read books	1. Who protects us? Do any children have a protecting job? (Life guard - junior patrol)	1. Books: You Visit a Fire - Police Station Leonard Mashover, Chicago, Ill. Benefic Press, 1965 - Gr. 1-3
2. Display posters	2. Use posters to display and discuss.	2. * Community Helper Posters F. A. Owens
3. Field trip to fire station or police department.	3. Use suggested guide 1. Which workers did you observe? 2. Did they wear a special uniform? 3. Observe the equipment used.	3. Specific guidelines attached and general guidelines in app.B
4. View filmstrip		4. Filmstrip: Policemen & Firemen - Gr. 2 International Visual Edu. service 1960
5. Children put together puzzles.	5. As individual project, or in activity center let children put puzzles together.	Bismarck Schools #1229 "The Fireman"
6. Make paper dolls	6. Make paper dolls and clothes for workers; let class handle and dress.	*"Fire House" Community Helpers Series. G. P. Putnams Sons. New York (record also)
		5. *Community Helper Puzzles Fireman Policeman DVM Developmental Learning Materials.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

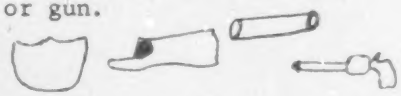
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Following the use of resource materials each student will be able to write at least three sentences to show that he is aware of the training and education of a policeman.

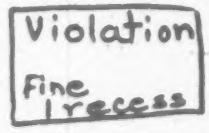
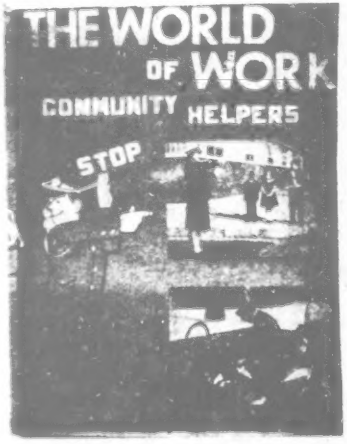
SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read books 2. View film or filmstrip 3. Make child size drawing of a child. (Have them lay on the floor and draw around them.) Color clothes to show the uniform of the worker. 4. Write a story, poem or riddle on a badge or hat or club or gun.  5. Have a policeman come in and talk to the children. 6. Sing Song 7. Play Intersection game.	3. Let the children display uniform and tell what each worker does. Each child would listen carefully so child will have an original idea. 4. Children choose a piece of equipment to draw and color. After writing is completed have children read them to the class. Display on bulletin board. 5. Have children discuss with policeman. a. the equipment he uses.	1. Books: *About Policemen Ina Dillon Childrens Press $2.06 *Your World-Let's Visit a Policeman * True Book of Policemen and Firemen, Miner - Childrens Press Pope * I Want to be a Policeman, Children's Press *Helpers Who Work at Night, Hefflefinger * You Visit a Fire-Police Station Leonard Mashover, Chicago, Ill Benefic press, 1965 Gr. 1-3 Hoffman * Policeman Small, Louis Lenski, Walch, H.Z, 1962 $2.75 *Squad Car 55, Barr, Chapmin *About Police Around the World, Les Landin, chicago, IL (Melmont) 1964 Gr. 2-4 *I Know a Police Bruce

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	5. cont b. How he helps people c. What training is needed	2. Film: Policemen, Gr. 2-3 11 min Sound color Britannica 1953
	7. Teach game of intersection for a physical education activity (attached)	Filmstrip: * Community Helper Series -Policeman L.F.S. * "Police Station" Community Helper Series, G. P. Putnams Sons NY (record) *"Johnny the Fireman", SVE * Community Poster, F. A. Owens Co.
8. Tickets	8. Have class make tickets Room violation ticket  	3. Large sheet of paper, colors
		4. 4½ x 6 inch sheets of construction paper.
		5. Resource person: Local policeman
9. Bulletin Board  	put on desks; remove if they aren't good citizens 	6. Songs - "The Traffic Officer" The American Singer Bk 2. (attached) "Policeman" Music In Our Town Silver Burdett. (attached)

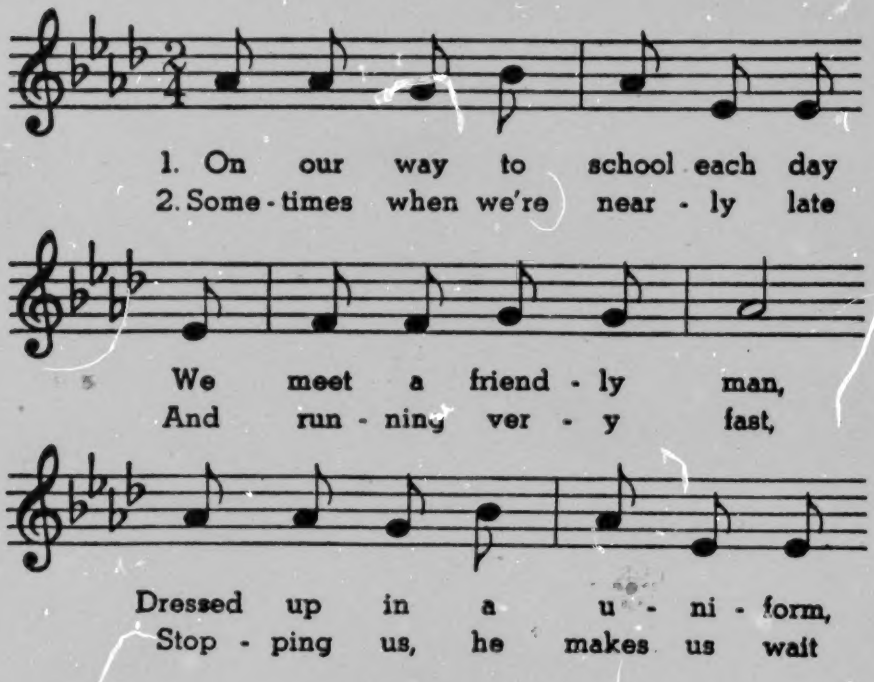
CONTINUATION ACTIVITY SHEET

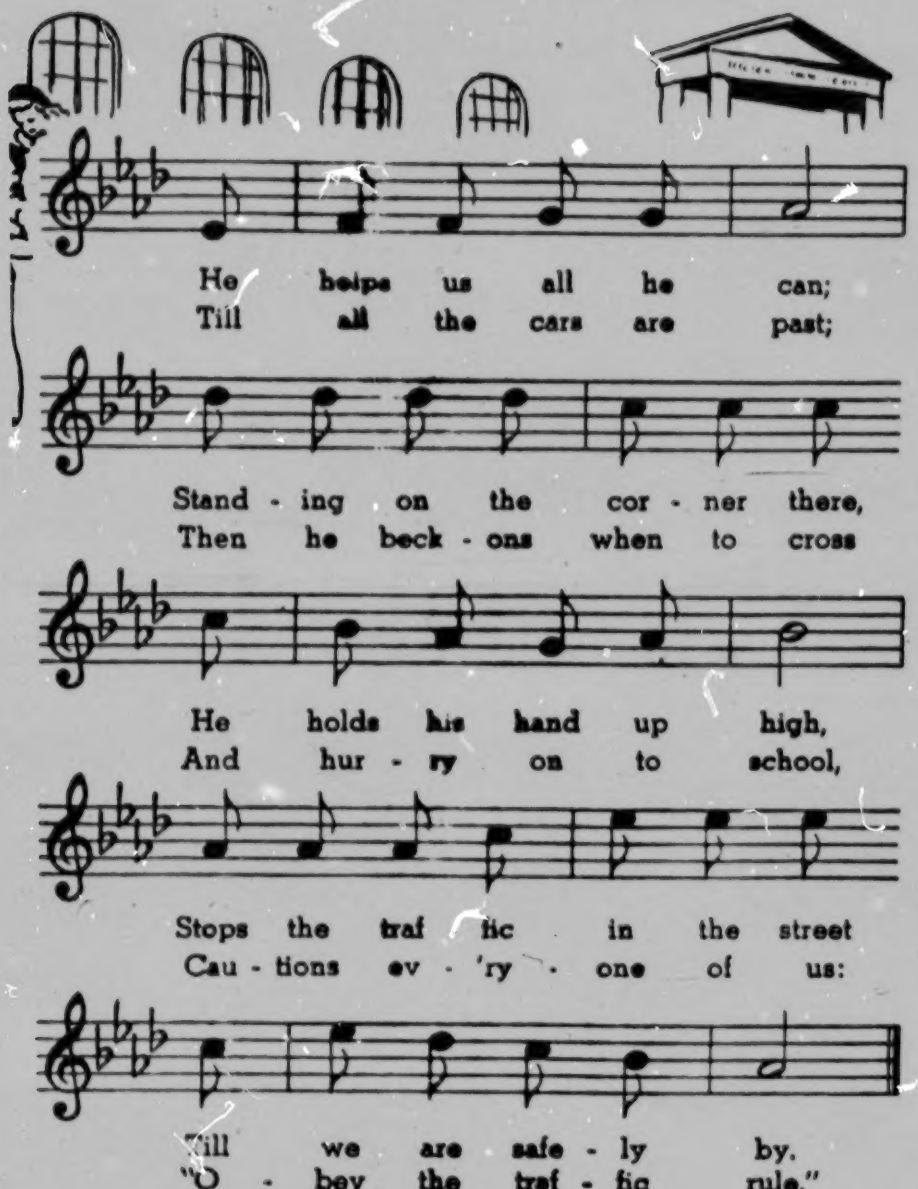
ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
10. Role Play	10. Get from Police Dept. or make a hat, badge, and other things that a policeman uses and have children role play the different activities the policeman has. (traffic duties,etc)	10. Hat, badge
11. Fingerprint children		11. Stamp pad, paper
12. Make scrapbook	12. Have class make scrapbook on people who protectus. This scrapbook could be left in your classroom for a resource all year and then could be a special prize for something at the end of the year, or could be donated to the library for a resource material	12. Pcitures, stories, photos, and any other materials for your book (all made by kids.)
13. bulletin board		13. Enclosed Stop for Safety
14. Teacher presents the picture story study prints to children.	14. As an introduction or as a review these pictures with records, stories, things to talk about, words to know suggested things to do provide much help and instructional aids for the teacher to use as she wishes.	14. Police Dept. Helpers Sp.119 a. Traffic Control Officer b. Administering First Aid c. Crime Lab. In Operation d. Crossing Guard and Patrol Boy e. Roll call f. Target Practice g. Squad car officers h. Police Canine patrol S. V. E. Singer
15. Field trip		15. Specific field trip Guidelines (attached) and general guidelines in appendix B.

The Traffic Officer

ROTE

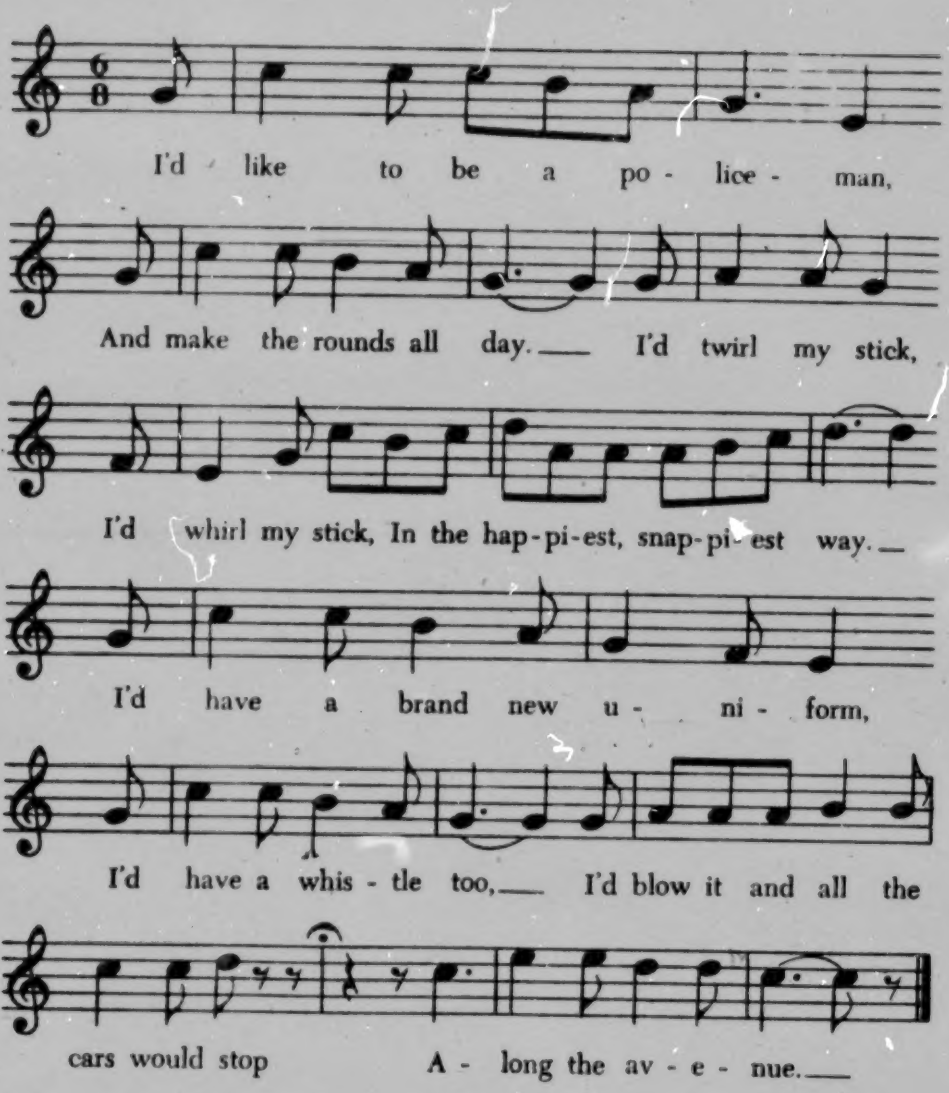
J. W. Beattie J. W. Beattie


1. On our way to school each day
2. Some-times when we're near-ly late
We meet a friend-ly man,
And run-ning ver-y fast,
Dressed up in a u-ni-form,
Stop-ping us, he makes us wait

28d

He helps us all he can;
Till all the cars are past;
Stand - ing on the cor - ner there,
Then he beck - ons when to cross
He holds his hand up high,
And hur - ry on to school,
Stops the traf fic in the street
Cau - tions ev - 'ry - one of us:
Till we are safe - ly by.
"O - bey the traf - fic rule."

Policeman

WORDS AND MUSIC BY ERNEST GOLD

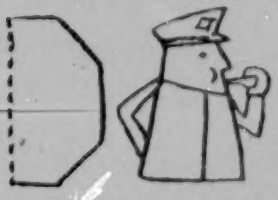

I'd like to be a po - lice - man,
And make the rounds all day. I'd twirl my stick,
I'd whirl my stick, In the hap-pi-est, snap-pi-est way.
I'd have a brand new u - ni - form,
I'd have a whis - tle too, I'd blow it and all the
cars would stop A - long the av - e - nue.

76

STOP FOR SAFETY

28¢

BULLETIN BOARD



A friendly traffic patrolman has a huge red stop sign behind him on the bulletin board. White cut-paper letters, "STOP," are added. Make a border of small stop signs that are printed with street and public safety rules. Point out that patrolmen are friends. Also remind that foolish daring can lead to danger. Each child might trace around a stop sign shape on white drawing paper. He might draw or paint a safety-approved scene.

CHILD'S PROJECT

SET A GOOD SAFETY EXAMPLE
OBEY BICYCLE SAFETY RULES
OBEY ALL TRAFFIC RULES
LOOK BOTH WAYS BEFORE CROSSING STREETS
CROSS STREETS ONLY AT CORNERS

SPECIFIC GUIDELINES FOR EACH TRIP

POLICE DEPARTMENT

Grade 2

1. Explain uniform
2. Show weapons
3. Show jail
4. Show narcotics
5. Show courtroom
6. Fingerprint our student
7. Have car call in on radio

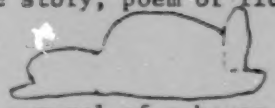
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide general observation experiences of the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Following the use of resource materials each student will be able to recite at least five ways to show he is aware of the responsibilities of a fireman.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Take a trip to the fire dept. or view films and filmstrip. 2. Read books 3. Write story, poem or riddles  4. Make a mural of a house that starts on fire. 5. Play the Fire Game (enclosed)	1. Use suggested questions for trip given on separate sheet. What do you know about a fireman? 2. Have children divided in groups to read the books in resource area. 3. Write a story about trip. 4. Use large sheet of paper and have class work together as they show what happens when a house is on fire. 5. Follow the directions given. (attached)	1. Field trip to fire station Guidelines -(attached) 2. Books: *The First Book of Firemen, B. Brewster $2.81, Baker & Taylor Gladiola Avenue Memence Il 60954 *I Want to Be a Fireman, Children Press *About Firemen, Hefflefinger & Hoffman *Fire Snorkel No. 7, Barr, Albert Whitman & Co. 560 W. Lake St. Chicago, Il 60606 *Let's Find Out About Firemen Shapp, Charles & Martha, New York Franklin Watts, 1961 Gr. K-3 * I Know a Fireman, Putnam, Williams Film - The Fireman - 15 min City Fire Fighters gr. 2-3 lo mins. Sound, B. W. Coronet 1947 Fireman on Guard - Gr. 2-3 11 min sound, color, Charles Cahill 1963 Cities and Protection - McGraw Hill 1968 Gr. K-3 10 min sound color (cont)

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SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		2. continued Books: * Helpers Who Work At Night Hefflefinger - Hoffman *Your World - Let's Visit A Fire Station, Pope Song - "The Fire Station" Music for Young Americans (attached)
		5. Toy telephone, local telephone directory
6. Physical Education Game "There's A Fire in the House"	6. This game is played like the "Squirrels in a Tree" except caller says "There's A Fire in The House" and children run to a new house	
7. Bulletin board		7.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
8. Teacher presents the picture story study prints to children.	8. As an introduction or as a review these pictures with records, stories, things to talk about, words to know suggested things to do provide much help and instructional aids for the teacher to use as she wishes.	8. Fire Dept. Helpers sp. 120 a. Truck Company b. Engine Company c. Firemen with equipment d. rope drill e. Answering a call f. sleeping quarters g. fighting the fire h. fire safety instruction S. V. E. Singer
9. Versus for chanting		9. "Fire Fire" "The Fire Truck" (attached)
10. Field trip		10. Specific Field trip guidelines (attached) General Field trip Guidelines in Appendix B.

THE FIRE GAME (GRADES K-2)

A. Purpose: To learn how to report a fire and make an emergency call. To assist in learning names and addresses and in giving directions.

B. Materials: A toy telephone and the local telephone directory.

C. Introduction: I hope that you will never have to report a fire but if you need to do so, I want you to know how. There are two ways we can get the fireman right away. Who can name one? Yes, we can use the fire box. (Discuss the use of a fire alarm box.) What is another way to report a fire? Yes we can telephone. Do you know the number to dial for the fire department? Let's look it up in the telephone directory. (Older children will look for it. The teacher will find it for the kindergarten children and write it on the blackboard.) Would you like to play the "Fire Game"? (Select several children for firemen, one to report the fire and several for spectators and the home owner.)

Procedure - The home owner and spectators notice the fire. One child calls the fire department. He must tell them his name and address. When he does this correctly, the firemen will come and put out the fire. Change groups several times.

D. Variation: Pictures may be made in the form of cartoons in which the children write what the characters are saying. Small children may draw the pictures, tell the teacher what to write and the teacher caption them. The activity may be used with the policeman instead of the fireman. The child will play that he is lost and must tell the policeman who he is, where he lives, and his telephone number so policeman can see that his parents are notified or take him home. A game in which names and addresses are placed on the board and the children must locate their own may be used for this same purpose.

E. Correlation: Older children may write their names and addresses as writing and language work. Art may be a correlation.

The Fire Station

Words and Music by Richard C. Ber

BRISKLY

We took a trip to the big fire sta - tion

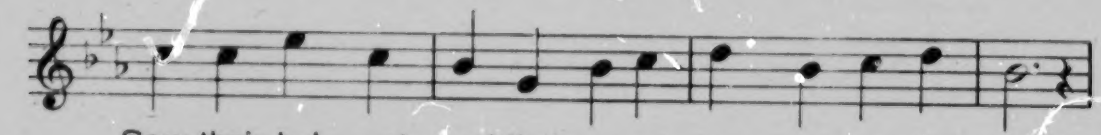
In our neigh - bor - hood,

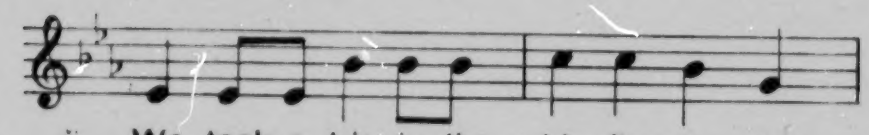
Sat in the shin - y red, big fire en - gine,

For the fire - man said we could;

How many phrases have the same tune as the first phrase?
How many phrases have the same tune as the second phrase
Find the phrases that have higher tunes.

Saw the men slide down the pole, as they real - ly do!


Saw their hel - mets and their ax-es, heard the si - ren, too!


We took a trip to the big fire sta - tion

In our neigh - bor - hood.

FIRE

Verse for chanting:

ONE GIRL: *"Fire, fire!"*
ALL: *Said Mrs. McGuire.*
ONE GIRL: *"Where, where?"*
ALL: *Said Mrs. Ware.*
ONE GIRL: *"Down town!"*
ALL: *Said Mrs. Brown.*
ONE GIRL: *"Save us, save us!"*
ALL: *Said Mrs. Davis.*
BOYS: *And along came the firemen,*
And saved every one of 'em.

From *The Child's Book of Folklore*, edited by MARION VALLAT EMRICH and GEORGE KORSON.

THE FIRE TRUCK

Another verse for chanting:

(Crash the cymbals four times as an introduction:)

BOYS: (loudly) *Clanging down the street the fire truck goes,*
GIRLS: (slowly and emphatically) *With a big long ladder and a big long hose,*
ONE BOY: *"Where is the fire?"*
ONE GIRL: *"Nobody knows."*
ALL: *But we'll run out to find it when the siren blows. Whoo-oo-oo-oo!*

SPECIFIC GUIDELINES FOR EACH TRIP

Grade 2

FIRE DEPARTMENT

1. Explain (very simply) fire truck, rescue truck, uniform and radio room

2. Explain shifts

3. Have someone slide down pole

4. Let class try on boots and helmet

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to state at least five ways that the farmers helps to feed us.

Community Helpers
Who Feed Us.
Farmer

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrip or film	1. Discuss why we need farmers in the community. a. Why is the farmer important to all of us. b. What food products come from the farm? c. What tools and machinery are needed on the farm? d. What workers are needed on the farm. e. What other community helpers does the farmer depend on?	1. Filmstrip: "An American Farmer" Bismarck Public Schools #392 film: One Day on the Farm 10 min. Coronet Building, 65 E. South Water St. Chicago, Il 60601
2. Read books	2. Books may be used as independent reading followed by oral reports.	2. Books: *I know a Farmer, Nathan Emily Putnam Co. 1970 *I Want to Be a Farmer, Greene, Carla *Farm Helpers, Payton, Evelyn, The Children's Press *The Little Farmer, Brown, Margaret W. E. M. Hale, Eau Claire, Wisc., 1958, Gr. 1-3 About Farmer's Helper, Payton, Evelyn Melmont Publishing Co. 1224 W. Van Buren St. Chicago, Ill 60607 *Let's Go to a Farm, Sootin, Laura G. P. Putnams Sons, NY 1958 Gr. 2-4 *Let's Visit a Farm, Pope B., Taylor Publishing.
3. Write Short story and draw picture.	3. Following the reading and filmstrips a. Write a paragraph telling what they would like to do to help on the farm. b. Draw and color a picture showing what they would like to do on the farm and tell about it. Or make a mural as a class project telling	
4. Sing Songs		4. Songs: "The Mill, Making Music Your Own, Silver-Burdett, #75302 Morristown N.J.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

110

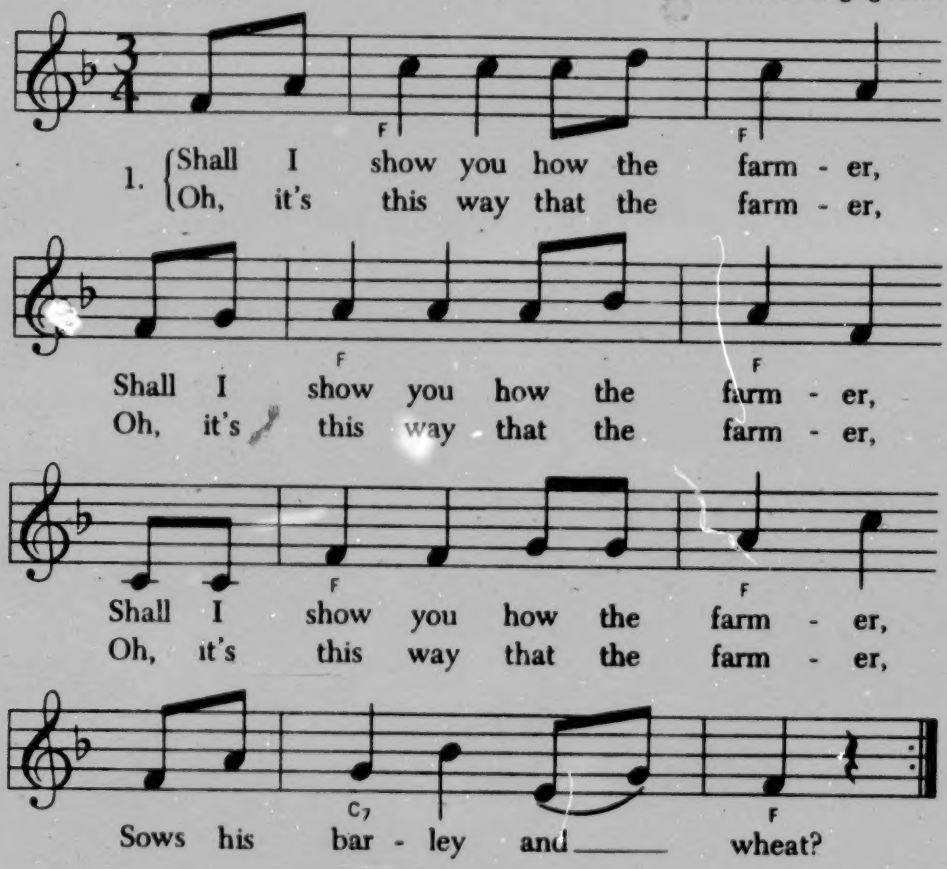
CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	3. Con't - about workers on the farm.	4. Cont Songs "The Farmer" Discovering Music Folliet Publishing Co, Chicago, Ill p. 48 "I Want to Be a Farmer", Music Through the Day, Silver Burdett Morristown NJ 1956 p. 58
5. Bulletin Board	5. Make circle board. Uncover one circle as you study that worker. Idea on page 36a.	
6. Make farm	6. Have class make or bring farm barn, horses, leave on display for class to handle.	6. Farm buildings - farm animals
7. Put puzzles together	7. Let children use puzzles as an individual project at an activity Center.	7. Community Helper (Job puzzles) Farmer
8. Make scrapbook of Community Helpers that Feed Us.	8. Children draw pictures, write stories, and teacher takes photographs of things dealing with this area. Use as a resource in Library corner all year and then can be used as special prize for student at end of year or could be conated to the Library.	

111

The Farmer

Well accented

Traditional Singing Game

F
F
1. Shall I show you how the farm - er,
Oh, it's this way that the farm - er,
F
F
Shall I show you how the farm - er,
Oh, it's this way that the farm - er,
F
F
Shall I show you how the farm - er,
Oh, it's this way that the farm - er,
C7
F
Sows his bar - ley and wheat?

2. Mows his barley and wheat?

3. Threshes barley and wheat?

▼

Does the rhythm of this song move in two or threes?

Find this rhythm pattern in the song.

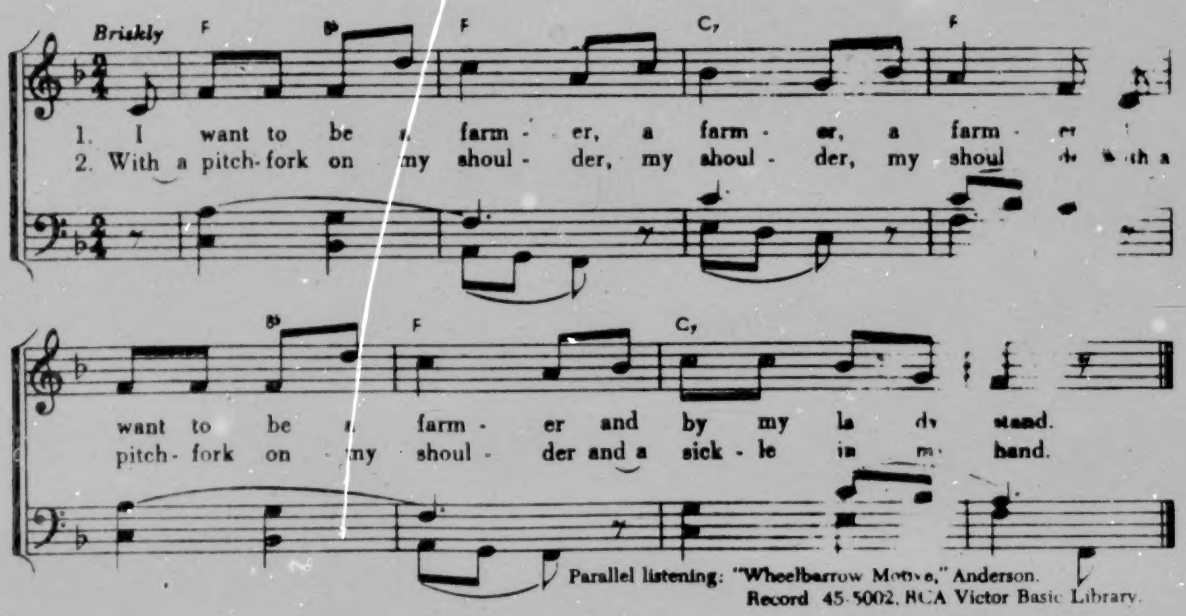
Clap the pattern and play it on a woodblock.

I Want To Be a Farmer

30c

AN PLAY-PARTY SONG

I want to drive a tracto[illegible] the cows from pasture . . cut and bale [illegible] We can sing about and dramatize many [illegible] farmer's chores.

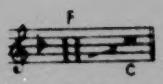

Briskly
1. I want to be a farm - er, a farm - er, a farm - er
2. With a pitch-fork on my shoul - der, my shoul - der, my shoul [illegible] with a
want to be a farm - er and by my la dy stand.
pitch- fork on my shoul - der and a sick - le in my hand.

Parallel listening: "Wheelbarrow Motive," Anderson.
Record 45-5002, RCA Victor Basic Library.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		"The Cowboy" p. 94 Exploring Music, Holt Rinehart Winston 1966 Gr. 2 "Sheep Are Coming Down the Road" Music in our Town, Silver Burdett 1962 Gr. 2 p. 116 "Sheep Shearing" p. 10-11 Making Music Your Own Silver Burdett Co. Gr. 3 1970
8. Study wheat	8. Use suggestions in packet from Wheat Commission	8. Packets from the State Wheat Comm. 316 N. Fifth Street Bismarck, ND 224-2498

▷ *Sheep Shearing*

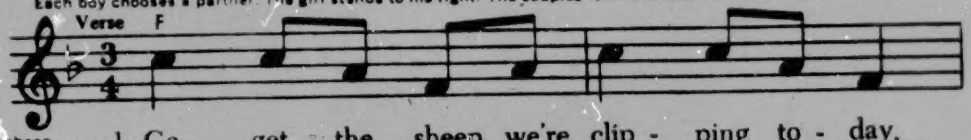


English Words by Sam Blum Swedish Folk Song

Years ago people had to do everything by hand to get the sheep's wool ready to be woven into cloth. They sang as they worked and danced to their song after the long job was done.

Each boy chooses a partner. The girl stands to his right. The couples form a circle, with one couple in the center.

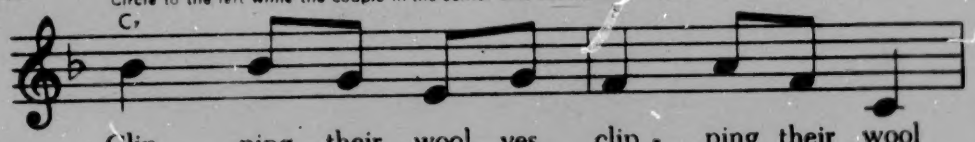
Verse



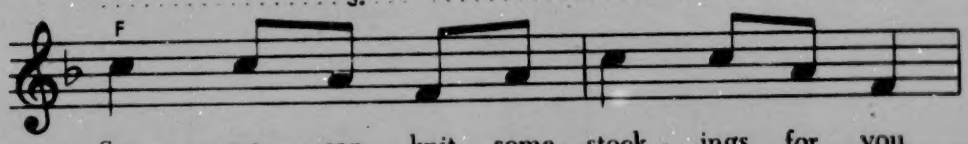
1. Go get the sheep, we're clip - ping to - day,
2. Tell Moth - er dear we're card - ing to - day,

1 clipping the sheep
2 carding (combing) the wool
3 spinning the wool
4 dyeing the wool

Circle to the left while the couple in the center acts out the word mentioned in each verse.



Clip - ping their wool, yes, clip - ping their wool
Card - ing the wool, yes, card - ing the wool

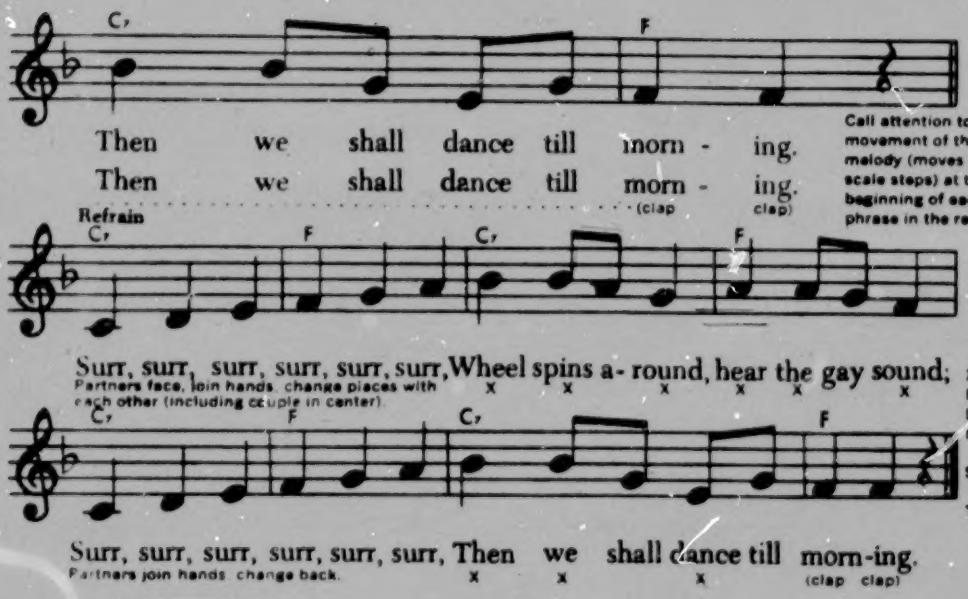


So we can knit some stock - ings for you,
So we can knit a scarf for her, too,

Circle to the right

14

A story about flax from the time it is sown to the time it is spun into linen is told in a Polish folk tale, The Golden Seed, by Maria Konopnicka (Scribner).


C7
F
Then we shall dance till morn - ing.
Then we shall dance till morn - ing.
(clap clap)
Refrain
C7 F C7 F
Surr, surr, surr, surr, surr, surr, Wheel spins a- round, hear the gay sound;
Partners face, join hands, change places with each other (including couple in center)
x x x x x x x
C7 F C7 F
Surr, surr, surr, surr, surr, surr, Then we shall dance till morn-ing.
Partners join hands, change back.
x x x (clap clap)

Call attention to the movement of the melody (moves up by scale steps) at the beginning of each phrase in the refrain.

Patterns to be used: First beat, slap knees. Second beat, clap hands. Third beat, clap hands with partner.

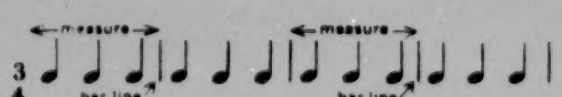
3. Tell brother John we're spinning today,
Spinning the wool, yes, spinning the wool
So we can knit a lace for his shoe,
Then we shall dance till morning.

4. Tell sister Jane we're dyeing today,
Dyeing the wool, yes, dyeing the wool
So we can knit a sweater of blue,
Then we shall dance till morning.

The three motions of your hands (slap knees, clap hands, clap hands with partner) help you feel that the steady beats are in groups of three. The downward motions of slapping knees fall on the strong beats. To show the groups of three beats, a bar line is placed before each of the strong beats.

The strong beats, which are the first in each group, establish a meter of 3.

The 4 means that a quarter note is the symbol for a beat. See page 11. In this song, there are three beats in a measure; therefore, the meter is $\frac{3}{4}$.



However, when a piece of music starts on a strong beat, the bar line is omitted before that first strong beat. 15

Each of the following instrumental compositions is an example of $\frac{3}{4}$ meter: [illegible] from **Ballet Suite No. 1**, Dmitri Shostakovich; [illegible] from **Music for Children, Op. 65**, Sergei Prokofiev.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of types of farming each student will be able to differentiate between specialized and diversified farming.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrip or film 2. Read books 3. class project	1. Discuss the different types of farms and how they are changing. a. Specialized farming (e.g.) cattle raising b. Diversified Farming (e.g.) livestock and grain farming 2. Discuss the new words these farm fathers need to know. 3. Divide the class into two groups. Have one child construct a model of a diversified farm and one of specialized farm.	1. Filmstrip: *Farm Fathers: Series I and II. (5 filmstrips in each kit) Long Film Slide Services, 7505 Fairmont Ave. El Cerrito, Calif. 94530 Series I = *My Dad is A Cotton Farmer Fruit Farmer Truck Farmer *My Dad is a Poultry Farmer Cattle Rancher Veterinarian Sheet Rancher Hay Farmer Bismarck School #932 "To A Ranch" "Cattle Raising", Eye Gate House 146-01 Archer Ave. Jamaica, NY 11435 Film: Where Does Our Meat Come From 11 min. Coronet (address on p. 30) *Cattle Drive (A Day on A Western Range) 11 min. color Encyclopedia Britannica, Preview Rental Library 1822 Pickwick Ave. Glenview, Ill 60025 2. Book: *True Book of Cowboys, Martini, Teri, Children's Press

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		2. continued Let's Find About Cowboys, Shapp, Charles and Martha. New York: Franklin Watts, 1963, Gr. K-3 *I Want To Be An Orange Farmer, Carla Greene 3. Small plastic animal toy machinery models. Toy farm building.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Develop an understanding that some workers produce goods others produce services.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of the dairyman each student will be able to draw at least three pictures of dairy products that are delivered by the dairyman.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View Film, Adventures in Dairyland and discuss.	1. Discuss who some of the workers are that help feed us.	1. Film - Adventures in Dairyland 28 min. color, American Dairy Assoc. Dairy Farm 15 min, Coronet (address on page 30)
2. Read books about the dairyman.	2. How many different workers are there on a dairy farm?	2. Books: * I Know A Dairyman, Stanek Muriel, Putnam, 1970 * I Want to Be a Dairy Farmer, Greene, Carla Children's Press * At the Dairy, Hastings, Childrens Press. * Let's Visit the Dairy, Pope B. Taylor Publishing Co. *How We Get Our Dairy Goods, Banks Majorie Ann. Benefic Press, 1963 Gr. 2-4, Chicago, Ill *Come to Work With Us in a Dairy Sextant Series. Ice Cream for You and Me Join Us For Lunch More Milk Please Delivering Milk to the Home plus many other materials for a minimal charge from National Dairy Council 111 North Canal Street Chicago, Ill. 60606

continued

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
3. View filmstrips pertaining to the dairyman.	3. Name the milk products we eat that the dairyman furnishes us.	3. Filmstrip: "The Milkman" Our Neighborhood Helper, Series Gr. 1-3 Jam Handy 1966 *"The Milkman" Our Community Helpers Series L.F.S. Resource material from National Dairy Assoc. See appendix Film - From Cow to Carton, #2878 Excello Corp- Classroom Service Dept Modern Talking Pictures 912- Lyndale Ave. S., Mpls. Mn 55420 (order and pay postage)
4. Display cutouts from magazines of various milk products for a bulletin board.	4. Children make a bulletin board with teacher.	
5. Chart story.	5. Develop with the class a chart story titled: "Our glass of milk depends on a chain of workers."	
6. Puppet play	6. Make puppets for class to use in play.	
7. Mural	7. Make mural for dairyman showing how milk gets from farms to homes.	
8. Teacher presents the picture story study prints to children.	8. As an introduction or as a review these pictures with records, stories things to talk about, words to know suggested things to do provide much help and instructional aids for the teacher to use as she wishes.	SP 122 Singer SVE 8. *Dairy Helpers (pictures and records) A. Farm Boy at work B. Milk Bottling C. Warehouse loading truck D. Milk Tank Truck E. Home Delivery Milkman F. Checking milkhouse G. Using milking equipment

1.0

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude about the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of the activity each student will demonstrate in role playing a worker working at a job and other children will be able to illicite the name of that worker.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL Second

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read books and make up riddles about the various jobs involved in the supermarket. 2. Demonstrate role playing by using one of the worker's job. Display pictures. 3. Write a 'thank you' letter for the privilege of making a visit to the store. 4. View filmstrips or film 5. Sing Song 6. Bulletin Board. alternate idea of bulletin board on next sheet.	1. Use the suggested riddles (attached) to demonstrate a descriptive riddle. 2. Develop a play so children role play the many workers in the supermarket after a field trip has been made. 3. Teach the correct form of a 'thank you' letter and reasons for writing this kind of letter. Emphasize accepting the responsibility to be courteous to other people. 6. Arrange a 'thank you' bulletin board to show we are indebted to 1. People from far off places (e.g.) banana, pineapple 2. People who prepare foods (e.g.) canning or packaging. 3. Means of transportation (e.g.) truck driver.	* I Want to Be a Baker, Greene 1. Books- *Pope, Billy N. Let's Go To A Supermarket, Taylor Publ. Co. *Henriod, Lorraine. I Know A Grocer Putnam 1970 * Godspeed, J. M. Let's Go to A Supermarket, Putnam 1961 N Y *Buchheimer, Naomi Let's Go to A Bakery *Colonius At the Bakery *Greene, Carla, I Want to Be a Storekeeper, Childrens Press *I Know A Baker, Iritani 2. Books-Role Playing Methods in Classroom, Science Research Assoc. *Community Activities poster (ditto activities) Set 2 F. A. Owen Teach resource book 4. Films- Stores in Our Community, Coronet 11 min., color or b/w Coronet Instructional Films *The Food Store (2nd edition) 13 min color or b/w Encyclopedia Britannica (Cont)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
 7. Review with Singer materials	7. Use as materials suggests.	4. continued - *People Who Work in Stores Coronet *Behind the Scenes at the Supermarket 11 min. color or b/w film Assoc. of California Filmstrips: *"Shopping For Groceries" J. H. 187 OF #5 * "A Family Shopping Trip, Society for Visual Education * "Supermarket Workers" SVE * "My Dad Works In A supermarket" 1365, IFC Films * "Shopping For Groceries J.H. 1870 #5 5. Song:*"Supermarket" This Is Music Allyn Bacon Gr. 2, 1961 7. Supermarket Helpers - Singer S. V. E. A. Serving Produce - customers B. Store Dairy Manager C. Stocking Shelves D. Preparing Meat E. Checking Out an order f. Unloading products G. Packaging Produce.

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Following completion of this activity sheet each child will make a picture of foods needed for a nutrious breakfast.

SUGGESTED SUBJECT AREA _____

SUGGESTED GRADE LEVEL _____

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Resource person	1. People bring their own pictures and tell stories about several foods.	Resource people from Bismarck are: Elenor Aune Marge Perkins Burleigh County Extension Agent telephone 255-4011
2. Set up a supermarket in the room.	2. a) What workers would help you when you go to the supermarket? b) What do you need to have with you before you go to any kind of store? c) What do you need to know about math that would help you in the store?	2. Grocery boxes, cans, toy register, toy money #9315 Milton Bradley Aids.
3. Role play visits to the "pretend" store.	3. Let the children use toy money, letting some be a checker, stock boy, carry out boy, and go to the store to make purchases	
4. Plan a bulletin board emphasizing the foods for a good breakfast (or other meals).	4. Use a white background with blue lettering for contrast. Pump could be yellow with read circle. Insert picture at the top. Place on yellow circle first to simulate glass, basket or plate may be used.	4. White background paper, blue letters, yellow and red construction paper. Pictures of varieties of breakfast food.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4. continued - Use variety of breakfast foods for the border.	4.
5. Class plans a breakfast and all items needed to be purchased at the store.	5. Role play the job of the housewife planning a nutrious breakfast.	
6. Take a field trip	6. a. Discuss the various workers children observed at the store. Let them list the various departments they were aware of while at the store. Following this class may sing.	
	6. b. "Groceryman"	6. b. "Grocery Man"
7. Make Breakfast	7. Serve the breakfast to the class.	7. Groceries as needed by the class.
8. Field trip to M.D.U.	8. Take a trip to M.D.U. especially for food services and home economists	8. Materials from M.D.U. specific guidelines for field trip attached. General guideline in Appendix B

SPECIFIC GUIDELINES FOR EACH TRIP

Grade 2

MONTANA-DAKOTA UTILITIES

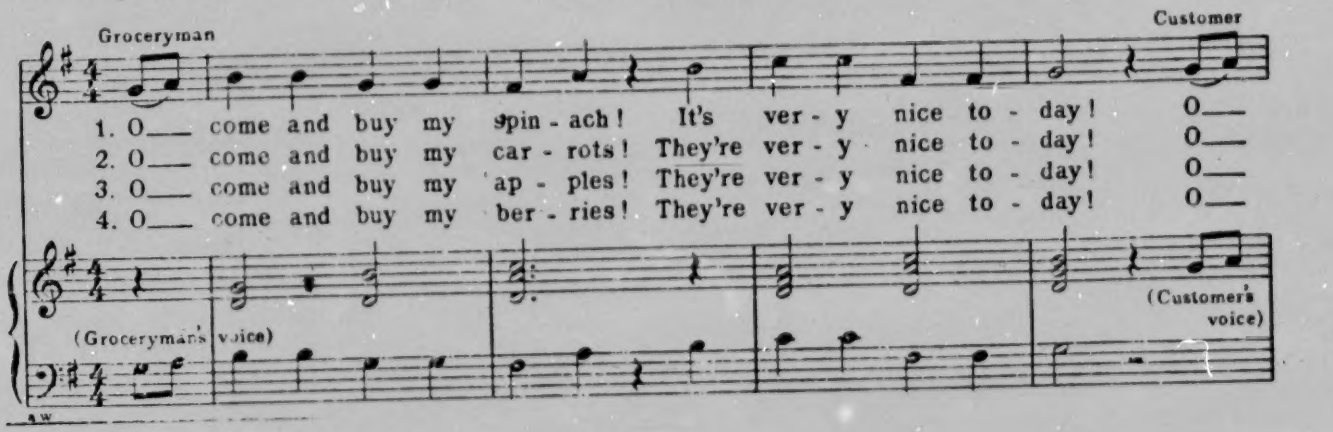
We would like to see food areas (home economist, basic food groups, how Montana-Dakota Utilities helps us prepare our food, etc.)

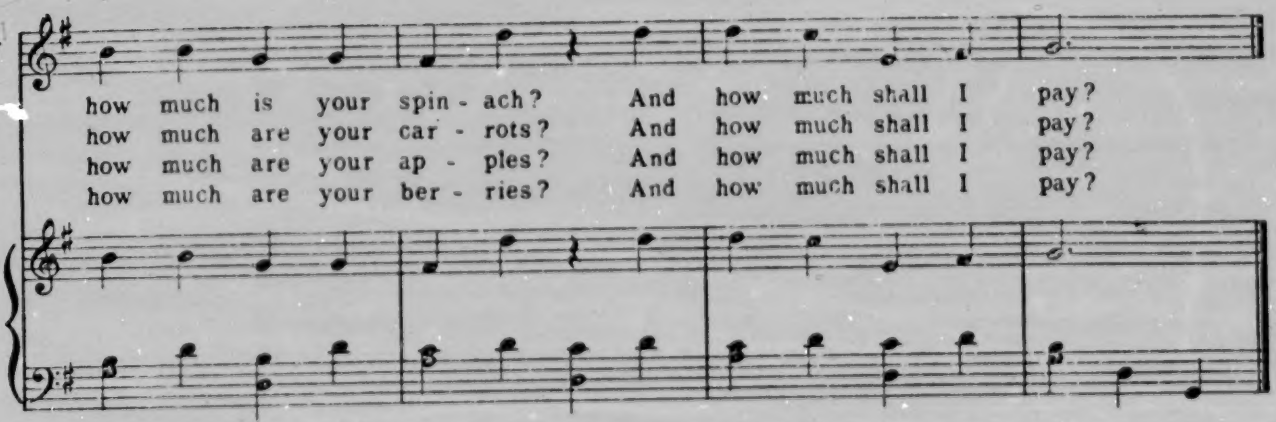
Groceryman

FLORENCE MARTIN

BILLY WHITLOCK
Arranged by F. M.

This song provides a variety of activity. The "groceryman" and "customer" phrases may be divided between two children, two groups, one child and a group, a group and one child, or between the boys and the girls. Have pupils suggest other items of food with two syllable names such as: lemons, peaches, turnips, lettuce, onions.


Groceryman
Customer
1. O___ come and buy my spin - ach! It's ver - y nice to - day! O___
2. O___ come and buy my car - rots! They're ver - y nice to - day! O___
3. O___ come and buy my ap - ples! They're ver - y nice to - day! O___
4. O___ come and buy my ber - ries! They're ver - y nice to - day! O___
(Groceryman's voice)
(Customer's voice)


how much is your spin - ach? And how much shall I pay?
how much are your car - rots? And how much shall I pay?
how much are your ap - ples? And how much shall I pay?
how much are your ber - ries? And how much shall I pay?

I Can't Do That Sum

Key: C Starting Tone: G (5)
Meter: $\frac{2}{4}\left(\frac{2}{\text{♩}}\right)$
Piano accompaniment on page 260

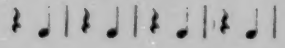
EXPRESSION: This song was written by Victor Herbert nearly fifty years ago. It is from an **operetta** (a play with spoken dialogue, songs, and dances) called "Babes In Toyland." Mr. Herbert wrote many plays with music. His gay, singable melodies were favorites of the children's great-grandparents.

- MELODY: Listen to the record a number of times before singing the song. Draw attention to the fact that the melody skips up a little higher at the beginning of each of the first three phrases. The fourth phrase moves gradually downward to the home tone.

- RHYTHM: Notice that the rhythm of the song moves with two tones to a beat most of the time. Draw attention to the rests which occur in the first two phrases. Ask the children to chant the words as one child taps the beat.

After the song is familiar, challenge the children to tap the rhythm while they think the words and melody.

This pattern might be played on a wood block or tambourine as an accompaniment. Play finger cymbals each time a number is sung in phrase one.

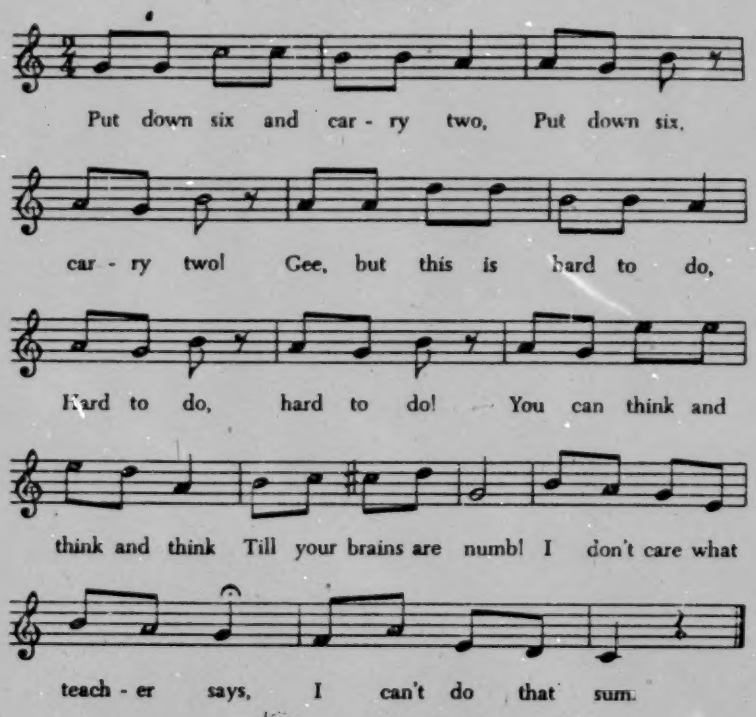


Repeat this pattern throughout the song.

I Can't Do That Sum

Music by Victor Herbert
Words by Glen MacDonough

When you have learned this song, try the suggestion in question 5 on page 141. Listen to the recording. Is this accompaniment like the accompaniment you planned? In what ways is it different?


Put down six and car - ry two, Put down six,
car - ry two! Gee, but this is hard to do,
Hard to do, hard to do! You can think and
think and think Till your brains are numb! I don't care what
teach - er says, I can't do that sum.

Record 6 Side B Band 5. VOICES: children's choir.
ACCOMPANIMENT: piano, percussion.
FORM: Instrumental; Vocal.

CAREER DEVELOPME ACTIVITIES

BROAD OBJECTIVE: To develop the concept that people work for various rewards.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student is able to list at least five things that people can buy with money that they get for working.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View film or filmstrip		1. films: *16 mm Coronet film Using Money Wisely filmstrip:*"Shopping for Groceries" 18 frames Jam Handy *"Using Money Wisely" (filmstrip and record) Society for visual Educ.
2. Have students bring sales pages from their home newspaper. Use these to give students an idea of things that can be purchased with money earned for working.	2. Motivate discussion by asking open ended questions that could be answered in a variety of ways. Suggested questions: What was the most recent thing that you purchased? What would you buy on these sales pages if you had money? What are ways you could get money? Why do you think we use money? What are some other things you would like to buy that are not listed here? Have students make a list of groceries and price that they would buy for one week. Add up total cost.	2. Newspaper Ads Pictures: Learning About Money #51904 David C. Cook Publ. Elgin Ill 60120
3. Read book Danny the Dime and make picture.	3. After reading story have children make a picture of 'Danny' buying somethink they would like.	3. Books:Danny the Dime, James S. Kerr T. S. Dennison & Co. *What Can Money Do, Barr, Jene Community Helpers Series Albert Whitman & Co Chicago, Ill
4. Sing Song		4. Song: Dream Shelves" (Enclosed)

* Can be obtained from ExemplaryProject

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
5. Use the store again for math concepts using small toys, books, etc. (see p. 34)	5. Set up a store in which you sell school supplies, candy, or used comic books which kids have donated from home. They could help mark, price and sell supplies They learn about profit.	5. Children bring used comic books or other articles from home. Articles purchased by the teacher.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student makes a chain of circles making a picture in each of the workers that help feed us.

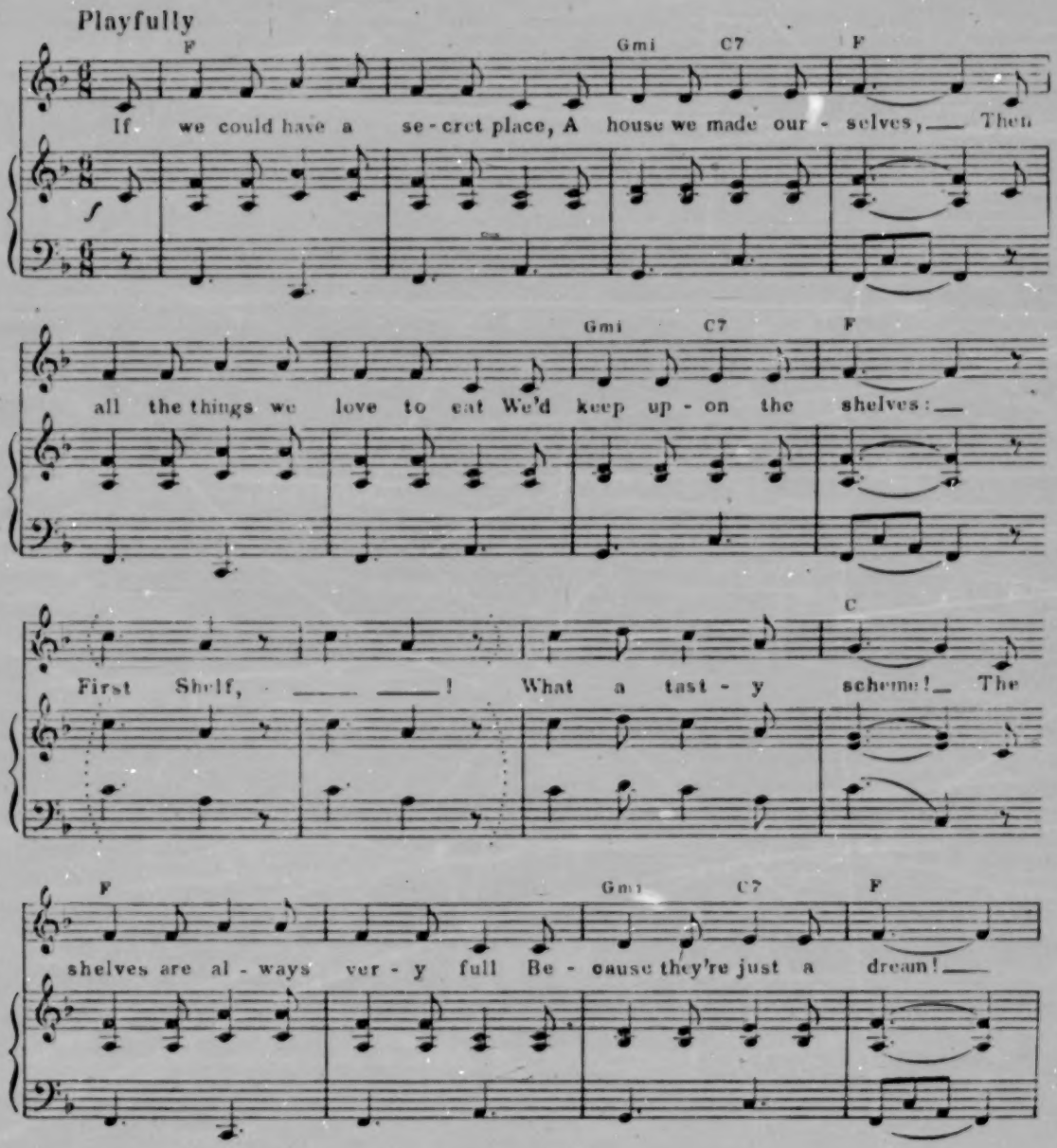
SUGGESTED SUBJECT AREA Language Art

SUGGESTED GRADE LEVEL 2nd

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Develop a continuing experience chart about the people who work in the supermarket.	1. Introduce the new vocabulary within continuing experience chart.	1. Charts
2. Develop a bulletin board of related workers.	2. What would you like to be? (checker butcher, baker, truck driver, manager. Have children name the workers related in the super-market family. Cut a suitable size circle make picture and label!	2. Construction paper, colors letters
3. Review workers - See attached sheet.	3. See attached sheet of stories with question What Is My Job? for examples -	3. Sheet of riddles
4. Bulletin board.	4. Make circle bulletin board (see next page) have all covered, uncover each as you study, at the end, cover all circles again and have class make chain.	4. pictures of workers or tools of the trade, bright paper for circles and letters.

130

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Dream Shelves

Playfully
F
Gmi C7 F
If we could have a se-cret place, A house we made our-selves, Then
Gmi C7 F
all the things we love to eat We'd keep up-on the shelves:
C
First Shelf, ! What a tast-y scheme! The
F
Gmi C7 F
shelves are al-ways ver-y full Be-cause they're just a dream!

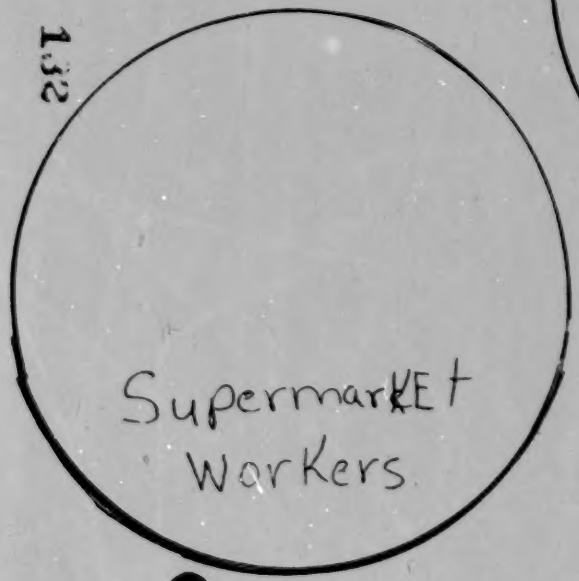
Allowing children to choose favorite foods for the shelves is good motivation for individual singing. For example, class sings "second shelf" and one child sings his own food choice. (See suggestions for aiding uncertain singers on page 31.)

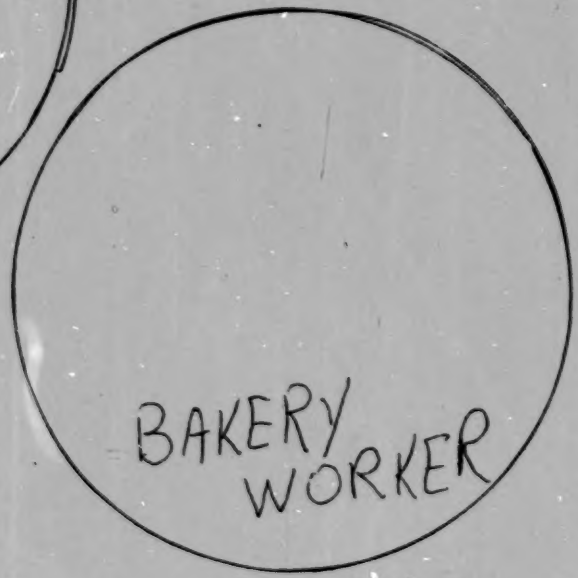
DIFFERENCE

Father likes coffee,
Mother drinks tea,
And I have milk, but
they
don't
ask
ME.

—Aileen Fisher

Community Helpers
WHO Feed US





1.32

We visited the grocery store.

We saw Jane's mother.

She works there everyday.

When we buy foods, she takes our money.

She gets money for this.

What is her job?

My brother works at the grocery store.

He puts foods on the shelves.

He puts food in the paper bag.

He gets money for this work.

What is his job?

My grandfather helps the groceryman.

He lives on the farm.

He grows vegetables and fruit.

He has chickens and pigs.

He has cows that give milk.

Grandfather sells some of these products to the groceryman.

The groceryman pays Grandfather for these products.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide general observation experiences of the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of parent's and neighbor's responsibility to each other, each student will be able to state three workers that need to depend on one another.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Display Community Helpers Posters.	1. Discuss: What their parents and neighbors jobs entail? That the work that their parents and neighbors do is important to others. That these people have qualified themselves for these positions- That these jobs provide them with money to live, to buy things to support a family.	1. "Community Helpers Activities Posters" with stories and activities. F. A. Owen Publishing Co Danville, N.Y.
2. Read stories about those helpers.	2. Discuss city departments and after reading books tell where worker would work.	2. Books * I Want to Be Series
3. View filmstrips	4. Children recognize his own parents as these community helpers. Read stories, color pictures and complete exercises from Community Helpers Activities Posters.	3. Filmstrips - Bismarck School System Library Nos. 395 Our Library 396 Our Fire Dept. 397 Our Police Dept. 398 Our Post Office 399 Our Health Dept. 1229 The Fireman 1236 Visit the Shopping Center "Our Police Dept." Community Service Series GR. 1-3 Color Britannica 1955
4. Make booklet of these dittoed stories with pictures.		
5. Sing Song		
5. Diorama	5. Have class make dioramas of workers.	5. Large sheets of paper, colors or paints, and boxes.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of the use of math in an architect's work each student will be able to state at least two ways that an architect uses math.

SUGGESTED SUBJECT AREA Math - Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Bring an example of a blue print and a house drawing. If possible show the relationship of the blueprint measurements to a house under construction.	1. Within the unit of measuring in Math discover why it is important for an architect and builder to know how to measure. Discuss what skills and training are needed to become an architect.	
2. Children may draw a picture of their room or their house. Have them measure their rooms at home and make a chart of measured rooms showing feet and inches.	2. Demonstrate with rulers how to measure. Capable students may measure their bedrooms showing feet and inches.	2. Rulers, 9"x12" white paper
3. Read book from resource.	3. Review the training of an architect and determine the need for learning math.	3. * Baker, Eugene, I Want to Be an Architect. Children's Press, 1969, Chicago, Ill
4. Begin Mural	4. Your mural will show the development of a house and all the jobs that are involved to be continued throughout the unit. Divide class into groups to work on mural.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of various workers each student will be able to state at least five workers that produce goods and five that produce services.

SUGGESTED SUBJECT AREA Social studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1a. Make a field trip to a construction area where houses are at different building stages. 1b. View a filmstrip or film 2. Read Books 3. Sing Songs 4. Put together	1. a. Explain what a house is. b. How are houses made different? c. How many different community workers help to build a house? 2. Use books in resource material to develop each question as they are lettered. 3. Have class develop the mural together by dividing into groups. 4. As an individual project let children put together puzzles of the painter and	1. b. Filmstrips: "Building a House in a Little Town" Eye Gate, 30 Frames - color 146-01 Archer Avenue Jamaica, N Y 11435 "How We Get Our Homes" 4 frames color (four parts) Society for Visual Education 1345 Diversey Parkway Chicago, Ill 60614 "Shelter" 6 frames, color 6 parts Encyclopedia Britannica Films, Inc. 425 N. Michigan Avenue Chicago, Ill 60611 "Building a House" Curriculum Filmstrips, 1319 Vine Street Philadelphia, PA 19017 *"My Dad is a Carpenter" I.F.C. 2. Books: *I Know a House Builder, Bolian, Polly; Schimer, Marilyn: Putnams Son

SUGGESTED CORRELATION FOR THIS ACTIVITY:

1:6

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		*Let's Go Watch a Building Going Up, Godspeed, J. M.; G. P. Putmans Sons 1956, 200 Madison Avenue, New York, NY *How We Get Our Shelter, Prous, Melcoln Benefic Press, Chicago, Ill *I Want to Be a Carpenter, Greene, Carla; Children's Press *Come to Work With Us in House Construction, Wilkinson, Jean & Ned Sextant Systems, Inc. Milwaukee Wisc. 53210 Films: The New House: Where It Comes From. Coronet Films * Building a House - 12 min, color or B/W Encyclopaedia Britannica Films, Inc. 425 N. Michigan ave. Chicago, Ill 60611 4. Songs: "Builders at Work" in Gr. 2 Together We Sing, Follett Chicago Il - "The Carpenter" Music for Young Americans, American Book Co, N Y p.30 - "Building a House" Music for Young Americans, American Book Co. NY Gr. 3 - "MY Father" Discovering Music Book 2 Follett Publ. Co. Chicago, Ill - "Building" This is Music, Allyn Bacon Chicago, Ill, Gr.2 1961 Community Helpers Job Puzzles - Painter S.V. E. Singer

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to role play the use of a tool and at least one other child will be able to name the worker who uses the tool.

SUGGESTED SUBJECT AREA Language Arts - Scienc

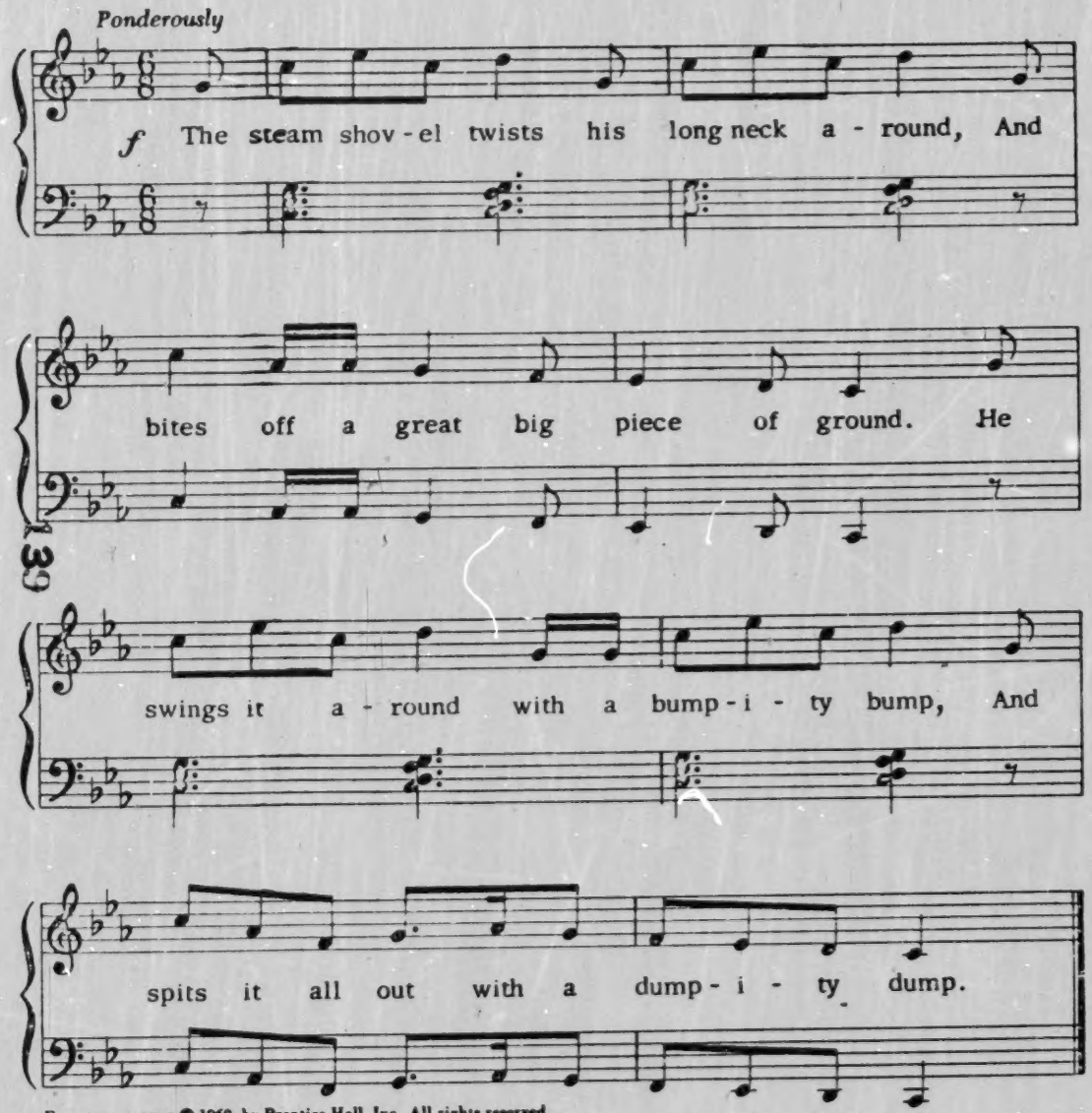
SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Bring hand tool, wood, nails and toy machines to display and use.	1. Have children use the hammer nails and other tools or use popcicle sticks and small nails to build houses.	
2. Write a descriptive paragraph and make a picture about how a tool looks, feels and sounds.		
3. Read books		3. Books: The True Book of Tools for Building, Leavett, Jerome, E. D.; Children's Press, Chicago, Il 1955 Whose Tools Are these? Radlauer, Edward and Ruth, Los Angeles, Calif. Elk Grove Press 1963 K-3 Mike Mulligan and His Steam Shovel (Record) Weston Woods, Weston, Conn The Big Book of Real Building and Wrecking Machines, Zafflo, George J. Display of toy tools and real tools.
4. Sing Songs		4. Songs: "The Steam Shovel" in Together We Sing-Enclosed Follett-Chicago, Il Gr. 2 "Johnny Works With One Hammer" P. 7[illegible] This is Music - Allyn Bacon 1965
5. Riddles	5. Read the riddles that are given and let children make up some riddles of their own to give orally to others.	5. enclosed.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

The Steam Shovel

WORDS BY NONA KEEN DUFFY
MUSIC BY DOROTHY SANFORD

Home tone: C
Starting note: G (*mi*, 5)

Ponderously
f The steam shov - el twists his long neck a - round, And
bites off a great big piece of ground. He
swings it a - round with a bump - i - ty bump, And
spits it all out with a dump - i - ty dump.

From SING A SONG © 1960, by Prentice-Hall, Inc. All rights reserved.

Ask the children to look at the picture in the pupils book, p. 20. Why are the people looking through the fence? This picture tells how interested everyone is in big machines, and also shows how massive these are.

MUSICAL LEARNING

- Notice how the accompaniment adds to the feeling of heaviness and great strength.
- To help the children develop their rhythmic sense, suggest that they sway back and forth on the first and fourth beats of each measure as they are learning the song.

PERFORMANCE To swing the steam shovel around, dig, and dump, the children stretch, bend, pull up, and then relax. Their actions should suggest the heavy, ponderous movements of the steam shovel.

No specific directions are necessary, but the actions should parallel the words of the text.

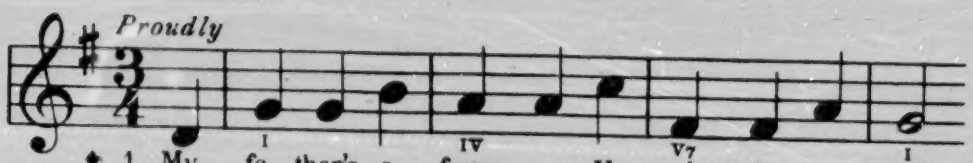
RELATED LISTENING The "Ox-Cart" from Mussorgsky's *Pictures at an Exhibition* (ADVENTURES IN MUSIC, GRADE 2).

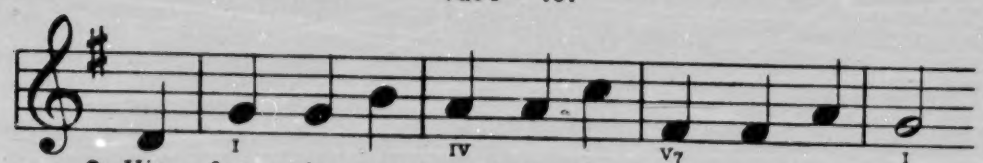
RECORDING To create the feeling of the massive, slow-moving steam shovel, the bass clarinet is played in its lower register and heavy chords are played on the piano.

All around the community, workers are busy all day in factories, homes, offices, and in the streets, doing all the things that provide food, shelter, and clothing for the people of the town.

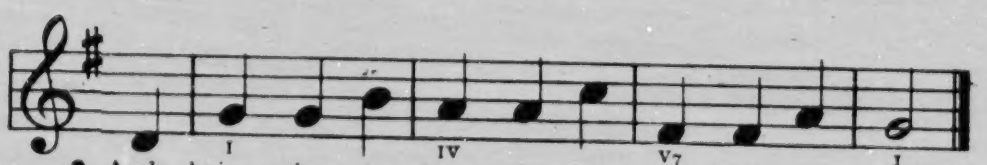
My Father

36

Proudly

♦ 1. My fa - ther's a farm - er, He works all day long,
2. My fa - ther's a work - er, A good one they say,
3. My fa - ther's a {mer - chant, He works in the town,
{doc - tor



• His face, it is brown, And his hands they are strong;
In our bus - y fac - t'ry, Ma-chines run all day,
And helps all the folks From the coun - try a - round.

♦ He plants in the spring-time, And reaps in the fall,
With whir - ring and hum-ming, They clang and they sing;
His days are so bus - y, He has lots to do;

• And brings in a har - vest Of food for us all.
As - sem - bly line work-ers, Make won - der - ful things.
Some day, when I'm old - er, I'll work with him, too.

CHORDS: I = G Maj.; IV = C Maj.; V_7 = D_7.

Adapted by M.F.I.

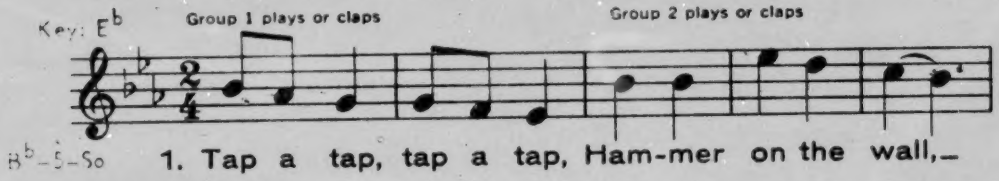
German Folk Melody

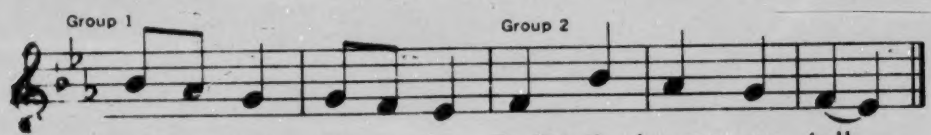
G-27 A-55

Building a House

Melody reading

Adapted Words [Slovak Folk Song]





2 Carpenter, carpenter, Make the sawdust fly,
Saw the wood, trim the wood, Build the house up high.

3. Slap a slap, slap a slap, Paint from morn till night,
Slap a slap, slap a slap, Paint it green and white.

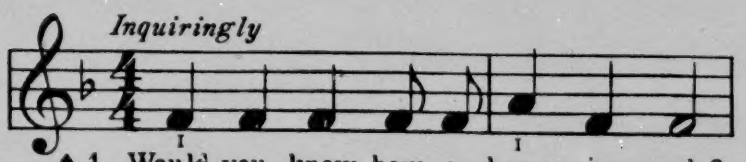
his song has 5-measure phrases. The guide will aid you with the ading activity.

In every town and city, there are people who earn their living by making things with their hands. We admire what they can do.

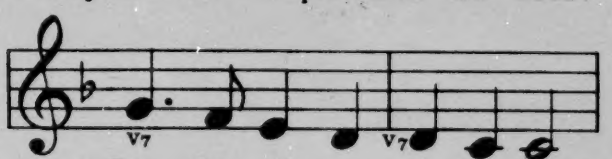
Builders at Work

35

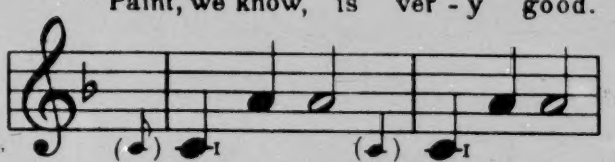
Inquiringly



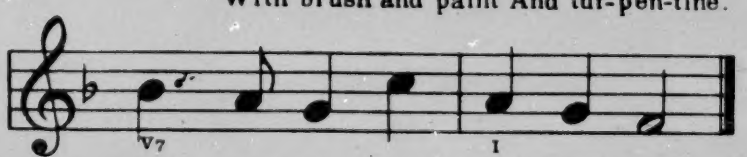
♦ 1. Would you know how a home is made?
2. Would you know how a win-dow's made?
3. Would you like to pre-serve the wood?



• See the ma-son ply his trade!
See the gla-zier ply his trade!
Paint, we know, is ver-y good.



♦ Stone on stone, stone on stone,
Glass must fit win-dow-pane,
With brush and paint And tur-pen-tine.



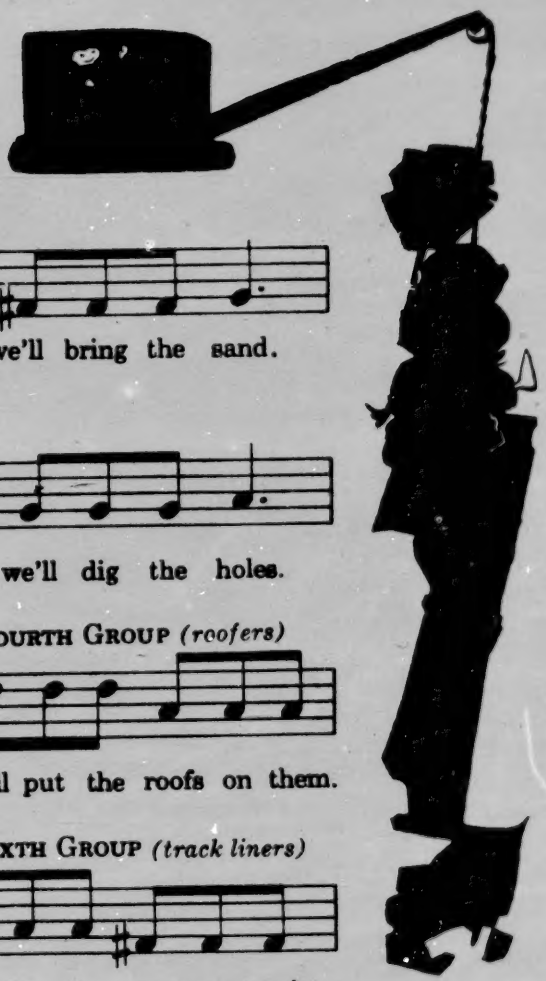
• Build-ing them a fine new home.
Pane must fit the win-dow frame.
Paint-ers col-or walls so fine.

CHORDS: I = F Maj.; V_7 = C_7.

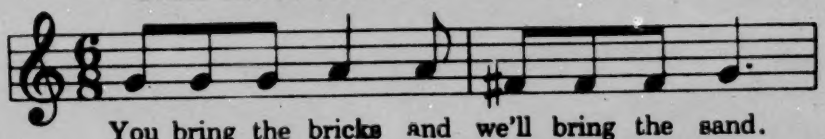
B.P.K.,
from the German

German Folksong

Building

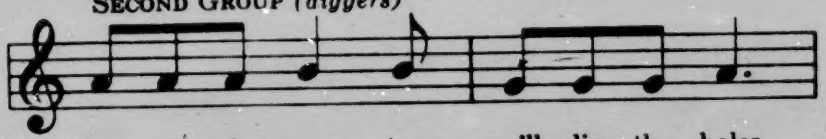


FIRST GROUP *(truckers)*

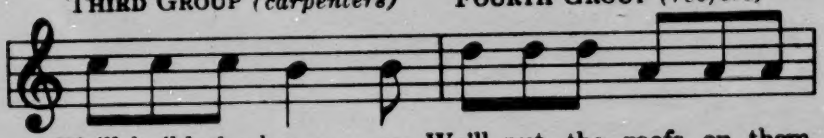


You bring the bricks and we'll bring the sand.

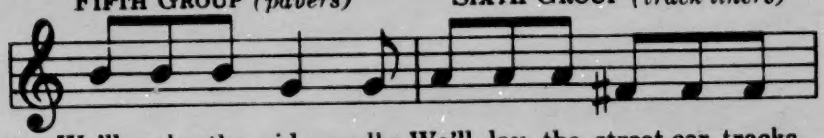
SECOND GROUP *(diggers)*



You mix the mor - tar, we'll dig the holes.

THIRD GROUP *(carpenters)* FOURTH GROUP *(roofers)*

We'll build the hous - es, We'll put the roofs on them.

FIFTH GROUP *(pavers)* SIXTH GROUP *(track liners)*



We'll make the side - walks, We'll lay the street-car tracks.

ALL WORKERS

If we all help each oth - er, our cit-y will soon ___ be built.

Copyright 1931 by Associated Music Publishers, Inc. Used by permission.

be used with this

, pound!
eavy sound.
, pound!
ıter, pound!

th a heavy hammer.
th a light hammer.

ugh a thick board.
in piece of wood.

high on the house.
low on the floor.

might be indicated
sticks for high, and
ow. Divide the class
ıs, one section play-
nents, the other in-
ound in movement
ks play, the group
when the drums
hammers low.

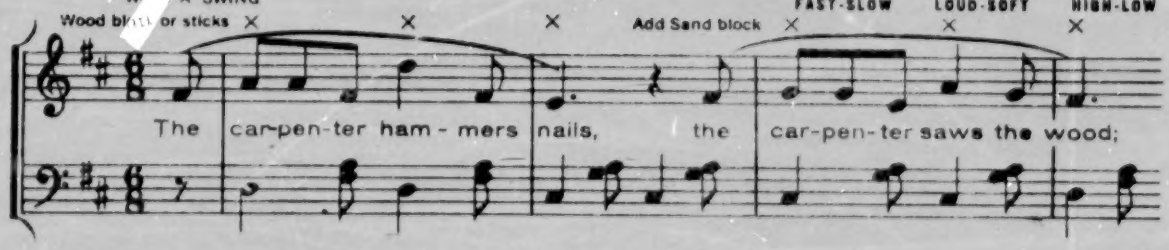
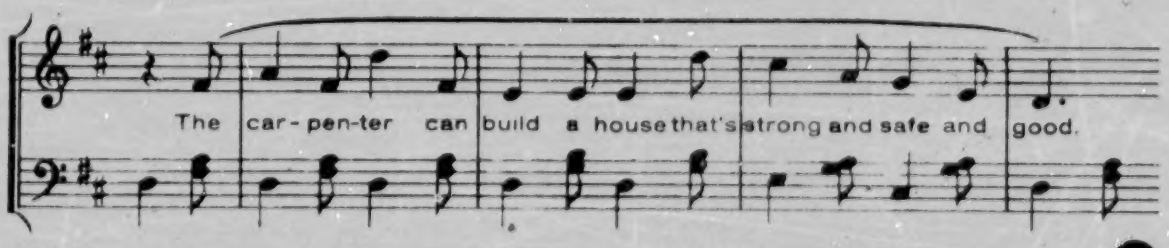
2-1-2

The Carpenter

WITH A SWING

Adapted Words Danish Folk Tune

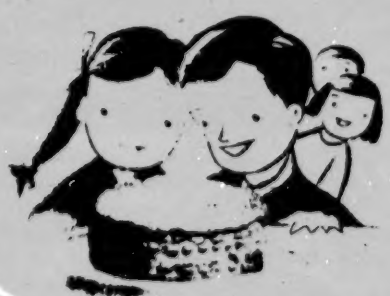
Wood block or sticks × × × Add Sand block × × ×

FAST-SLOW LOUD-SOFT HIGH-LOW



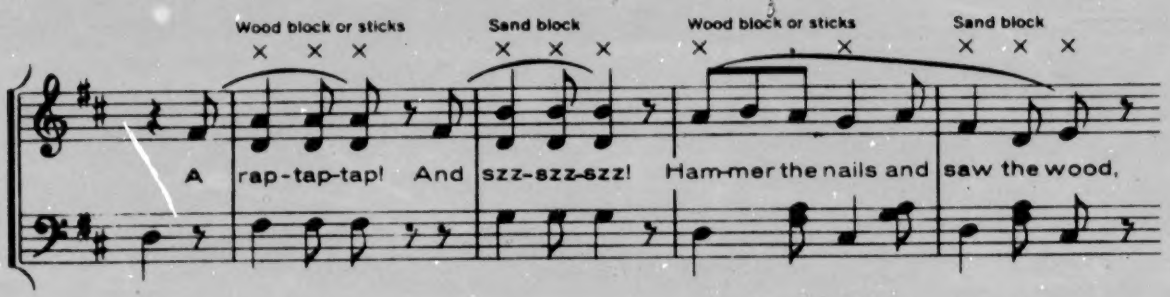
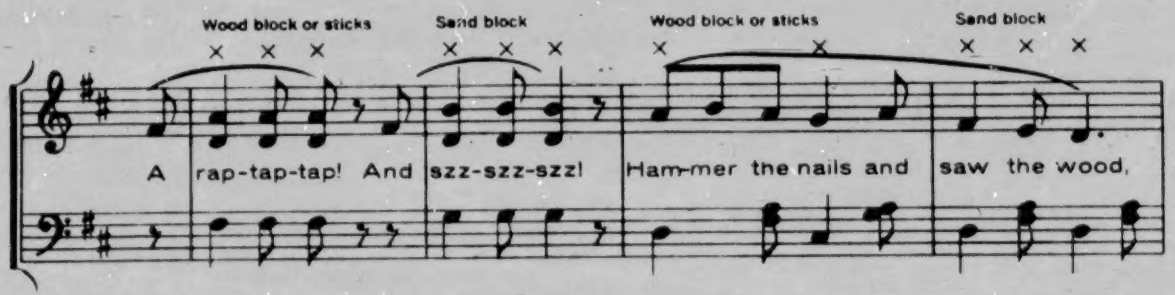
4. Would you know how our furniture's made?
See the joiner ply his trade!
Zish, zish, zish! Planes it good,
Making tables out of wood.

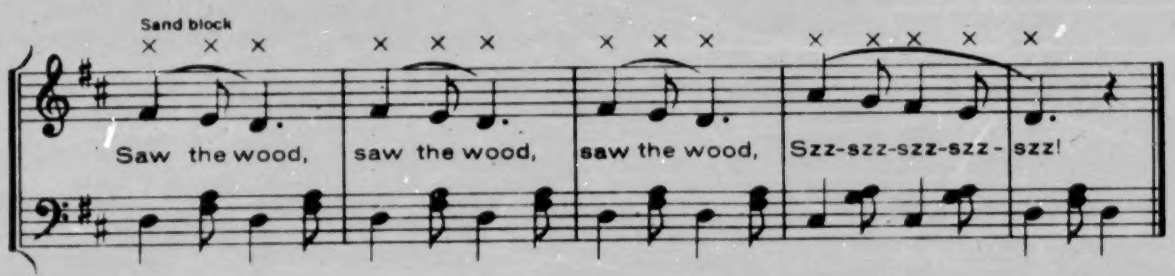
5. Would you know how clothes are made?
Tailors ply a busy trade!
Stitch, stitch, stitch, busy is he!
Tailor, make a suit for me.

6. Would you know how a cake is made?
See the baker ply his trade!
Mix and stir with a spoon,
Then the cake is ready soon.



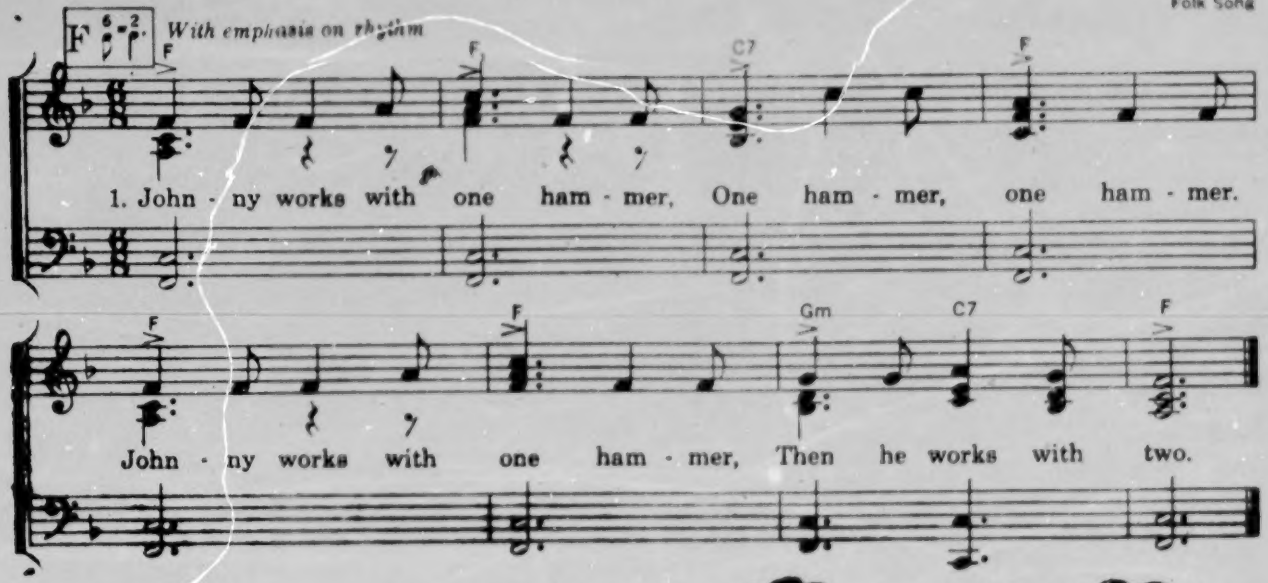
7. Would you know how to have some fun?
Let's invite our friends to come,
Cake and cream, and lollipop,
Sing a song, and dance, hop, hop!


Wood block or sticks
Sand block
Wood block or sticks
Sand block
A rap-tap-tap! And szz-szz-szz! Ham-mer the nails and saw the wood,

Wood block or sticks
Sand block
Wood block or sticks
Sand block
A rap-tap-tap! And szz-szz-szz! Ham-mer the nails and saw the wood,


Sand block
Saw the wood, saw the wood, saw the wood, Szz-szz-szz-szz- szz!

Johnny Works with One Hammer

Folk Song

401

With emphasis on rhythm
F
C7
1. John - ny works with one ham - mer, One ham - mer, one ham - mer.
Gm
John - ny works with one ham - mer, Then he works with two.

(1.) Johnny works with one hammer,
One hammer, one hammer.
Johnny works with one hammer,
Then he works with two!

2. Johnny works with two hammers,
Two hammers, two hammers.
Johnny works with two hammers,
Then he works with three!

3. Johnny works with three hammers,
Three hammers, three hammers.
Johnny works with three hammers,
Then he works with four!

4. Johnny works with four hammers,
Four hammers, four hammers.
Johnny works with four hammers,
Then he works with five!

5. Johnny works with five hammers,
Five hammers, five hammers.
Johnny works with five hammers,
Then he goes to sleep.

Melody, words, and finger plays from FINGER PLAY by Mary Miller and Paula Zajan.
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RIDDLES

I build new houses, I also fix
old ones. I use a hammer, a Saw
and other tools.
Who Am I? Carpenter

I work inside and outside
I use many tools
I build things from Wood
Who Am I? Carpenter

Mr. ____ comes to our house
when Mom needs help because
there is water in the basement,
or the bathtub won't let the
water out. He also helps build
new houses. He works with
pipes. What is his job? plumber

I use many sizes of ladders
in my work. I usually wear a
white cap and have pockets
in my overalls. I sometimes
look quite spotted at the end
of a day.
Who am I? painter

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After the class has listed on the board various workers who make repairs in homes each child will be able to write names of at least two workers who have come to their homes to make repairs.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read book and view filmstrip 2. Make scrapbook 3. Sing song	1. a. What community helpers come to your house when something needs to be repaired or to keep houses safe and attractive? (e.g.) painter, plumber, electrician, carpenter b. Why do you call these special helpers? 2. a. Look at newspapers and magazines for articles and pictures that are related to home repair. Use these for a class scrap book. b. Make list of items in their homes that require electricity to operate them.	1Resource Book: Freeman, Ira M. All About Electricity, Random House 1957 457-Madison ave., New York, NY 10022 Electricity and How To Use It, Pine, Tillie S. and Joseph Levina - McGraw Hill Book Co., Inc. 1962 Filmstrip: Bismarck Schools #477 "How Electricity Helps Us" 2. Bring newspapers and Magazines 3. Song: "Leaky Faucet" Music In Our Town. Silver Burdett, 1962 Gr. 2 p.76 (attached)

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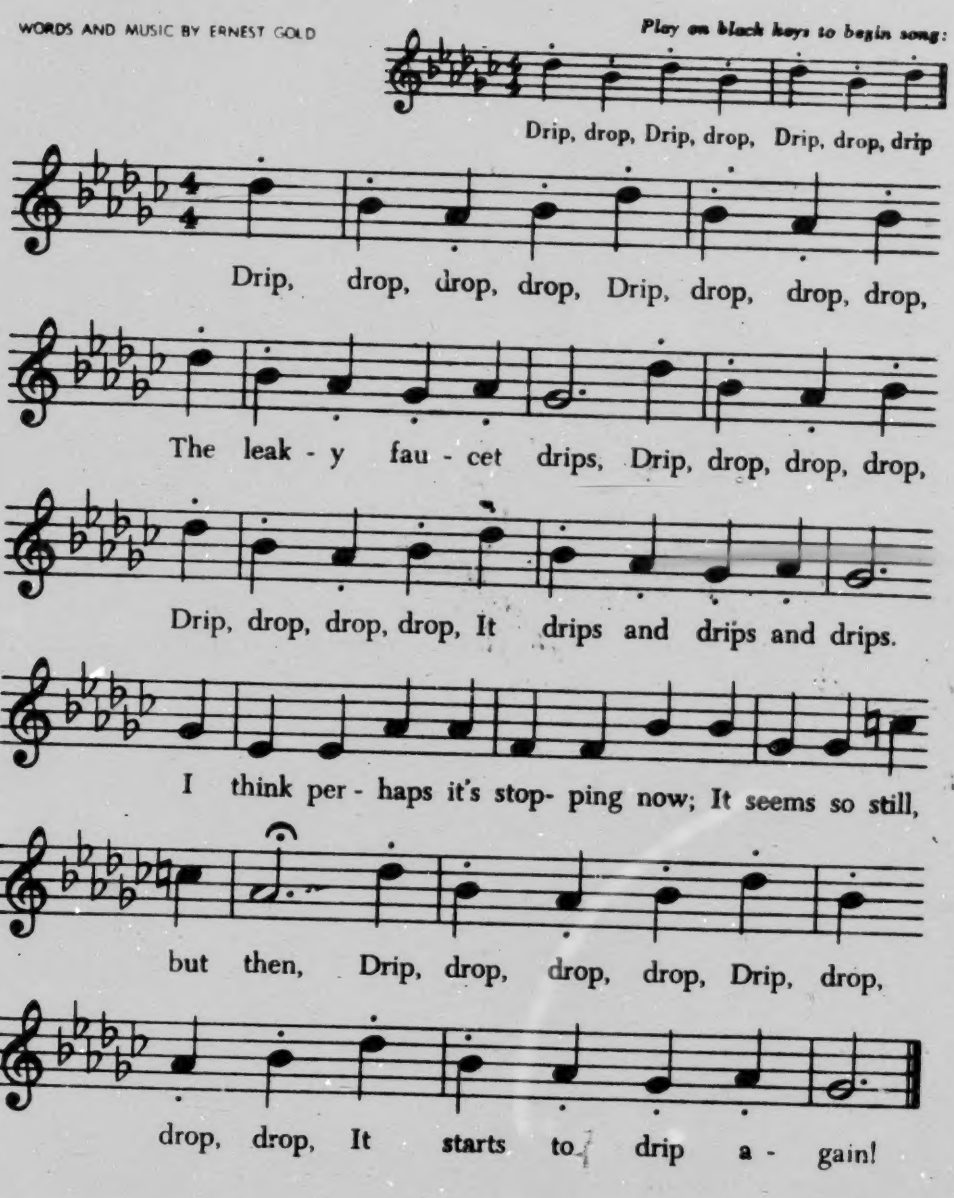
SUGGESTED CORRELATION FOR THIS ACTIVITY:

Leaky Faucet

WORDS AND MUSIC BY ERNEST GOLD


Play on black keys to begin song:
Drip, drop, Drip, drop, Drip, drop, drip
Drip, drop, drop, drop, Drip, drop, drop, drop,
The leak - y fau - cet drips, Drip, drop, drop, drop,
Drip, drop, drop, drop, It drips and drips and drips.
I think per - haps it's stop- ping now; It seems so still,
but then, Drip, drop, drop, drop, Drip, drop,
drop, drop, It starts to drip a - gain!

6

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each child will be able to list at least four cooperative services provided by workers in a community.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. a. Use small milk cartons and cover with colorful paper. Make a roof and chimney and have children paint on windows and doors. Use larger cartons for apartment houses and a school. Set on table and make a town with streets, trees, etc. Caption: Where We Live.	1. a. What do people share in a community that we use in our homes? (e.g) gas, sewer, streets, electricity, and water.	Song: "Let's Build a Town" This is Music , Allyn and Bacon Boston, Mass, Gr. 2 (enclosed)
1. b. Make a sugar cube or plastic brick house as a class project.	1. b. Tell what your home is like. How are homes alike? How might they be different.	
2. Sing Song		

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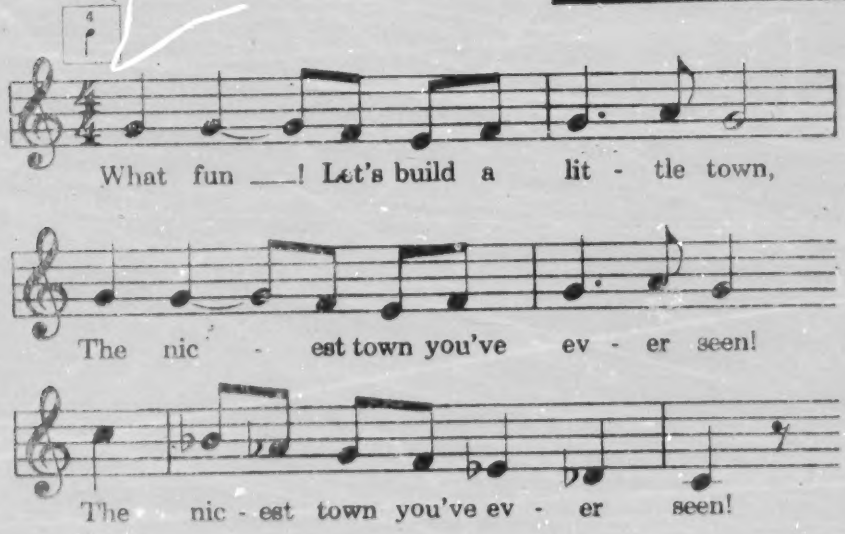
SUGGESTED CORRELATION FOR THIS ACTIVITY:

Let's Build a Town

Copyright 1931 by Associated Music Publishers, Inc. Used by permission.

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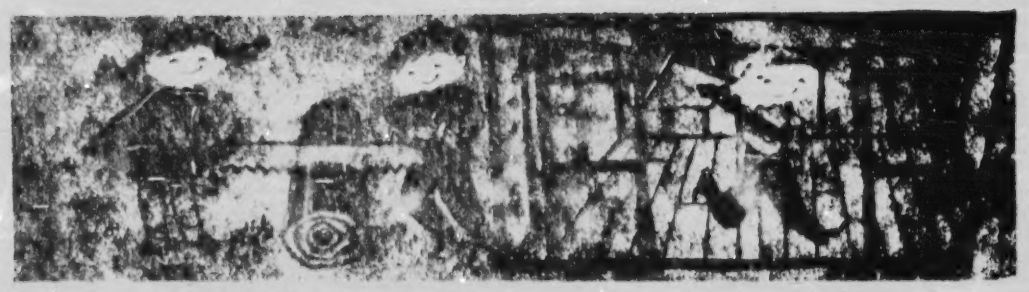


Triangle: △ △

So here we come with picks and with shov - els and

△ △ △ △

ham - mers and lad - ders and hor - ses and wag - ons and

△ △ △ △ △ △ △

ev 'ry oth - er thing we can find on the block.

What fun ____! Let's build a brand new town

Cymbals: × × ×

The nic - est town you've ev - er seen.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To accept and respect self and others

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate his attitude each student will portray his attitude in the type of ending that he writes.

SUGGESTED SUBJECT AREA Language - Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show a filmstrip 2. Write story ending	1. Discuss a visit to a building under construction. a. What safety measures were used to protect persons? b. What could possibly happen to persons who did not remember to observe safety rules around construction areas? 2. Have the children write their impressions how they think they would like the story to end.	1. Open-Ended Stories Imperial Filmstrip and cassette * "The New Building" 134-3

154

SUGGESTED CORRELATION FOR THIS ACTIVITY:

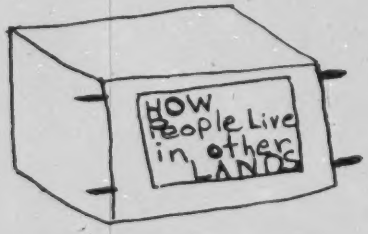
CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: From a list of places around the world have child identify the place as the teacher shows pictures of kinds of houses around the world.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. a. Find pictures and display on bulletin board for topic "Many Kinds of Shelter" b. Collect and draw pictures of different kinds of houses from other lands to make a classroom television show. Pictures should be pasted on long strips of wrapping or shelf paper in a determined order. Attach the strip of paper to rollers made of cardboard tubing or on round sticks at both ends. Use a cardboard box.  	1. Explain why there are so many types of houses in the world. 2. Why are certain materials used in building houses in different places? (e.g.) grass houses in hot places. Clay blocks in desserts.	Burns, William, World Full of Houses McGraw Hill Book Co, Inc. 1953 Case, Bernard, Story of Houses Sterling Publishing Co., Inc. 419 Park Avenue S. New York, NY 10016 *Carter, Katherine, True Book of Houses, Childrens Press 1957 Hurd, Edith Thatcher Somebody's House Lothreys, Lee, and Shepherd Co., Inc. 1953 Unrell, Catherine, Big City Homes

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
2. a. Bring samples of materials used in building different kinds of homes and label. b. Have children make different homes from other lands.		

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate students knowledge of community establishment that provides services, each student will be able to list at least three workers who provide services.

Community Helpers that Provide Service

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Display Community Helpers posters and pictures. 2. Make Booklet of dittoed stories with these pictures Set I: 1. Barber 2. Gasoline Man 3. Zoo Keeper Set II 1. Waitress 2. Moving Man 3. Tree surgeon 4. Shoe Repairman 5. Telephone operator 3. Book Reports	1. a. Discuss workers who provide services. b. Name some of these workers 2. a. Why are these jobs important to them and to others? b. Give example of a service they would like to perform in the community. 3. Have the children select a book about a job they would like to know more about and give an oral report.	1-2. *"Community Helpers posters" with stories and activities F. A. Owen Publ. Co. (fold outs) Danville, N.Y. Books 3. *I Want to be Series: Carla Greene 1. Mechanic 2. News Reporter 3. Bus Driver 4. Restaurant Owner 5. Telephone Operator 6. Truck driver 7. Zoo Keeper 8. Beauty Operator 9. Sales Clerk 10. Secretary 11. Taxi Driver all from Childrens Press 12. Librarian 13. Pilot 14. Teacher. * I Know a Librarian, Virginia Voight * I Know a Garageman, Barbara Williams G. P. Putnam's Sons, N Y 1967 * Miss Terry At the Library, Barr Albert Whitman , 560 W. Lake St. Chicago, Il 60606 * Hastings, At the Dairy * Colonius, At the Zoo * Dunham, Someday I'm going to be Somebody *Let's Go to A Garage Godspeed J. M.

(cont)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. View filmstrips available		3. Books Continued *Come to Work With Us in: Department Store A Newspaper Hotel Sextant Series *About Men AtWork Hoffman & Heffelfinger *I Want to Be a Beauty Operator Baker *I Want to Be a Waitress - Baker 4. Filmstrips: "Baber" 107E *Neighborhood Helpers Series, Eye Gate House *"Office Workers" Gr. 2 color Curriculum films, Curriculum Materials Corperation 1960 *"The Bus Driver" (Community Helper 1952 Series) Gr. 1-3, Color McGraw Hill *"Street Maintenance Crew" Community Helpers Series Gr. 1-3 McGraw Hill "Playing Community Helpers", Gr. K-3 Britannica 1960 "Neighborhood Workers," Gr. 2 Color Britannica *"Working in Our Community" City Community Series. Gr. 1-3 color Jam Handy *"We Learn on A Trip" *"My Dad is a MovingMan" I.F.C. *"Service Station" 107H Neighborhood Helper Series II *" Service Station Man" World of Work Series

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		4. continued *"My Dad Works In a Service Station" I.F.c. Bismarck School Filmstrips #1236 "Visit to A Shopping Center" *Imperial Film Series #132, 133, 136 *"School Workers"- SVE F2 10-1 *"Library Workers" S.V.E. F210-2
5. View Films available		5. Films: Helpers in Our Community, Gr. 2-3 10 min, Soun, Color Coronet 1958
6. Sing Song		6. Song: "The Service Station" Music For Young Americans. American Book Company 1959 Gr. 2 p. 32
7. Play game "Service or Goods"	7. For review of producers of goods or services list workers on board and play game - enclosed.	7. Rules on enclosed sheet.
8. Field trip		8. Field trip to Kirkwood Specific guidelines (attached) and general guidelines included in Appendix B

SERVICE OR GOODS?

A. Purpose: To strengthen the concept of producers of goods and producers of services.

B. Materials: A list of producers of services and goods placed on the board. The children have previously made the list, over the period of time that they have been studying workers in the neighborhood.

Example:
doctor - service
baker - goods
dairy - goods
farmer - goods
barber - service
dry cleaner - service

C. Introduction: Let's count off by fours to make four teams. Teams get together so we can play a game.

We have a list of producers on the board. I will point to a producer and you will take turns telling whether this producer deals in goods or services. Just call out "goods" or "services" as quickly as you can. Each team receives one point for each correct answer. The game will last ten minutes. The winner is the team with the most points.

D. Variation: Children may write the names of the producers under the heading, "Goods or Services." This may be used as seat work.

E. Correlation: This type of activity may be used in the study of parts of speech, the identification of arithmetic processes, long or short vowels, identification of flowers or trees, or any study in which a selection of types or process is possible.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: After presentation of materials, children demonstrate good telephone manners by role playing in the class.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Children alphabetize names of classmates in a prepared booklet	1. Discuss importance of people whose job it is to put down written material correctly such as the telephone book.	1. Call telphone company for teletrainer teacher's guide, children's books films and filmstrips available.
2. Language activity on correct manners when using the telephone	2. Children plan skits showing poor and good telephone manners, follow with film. See No. 1 under resouce.	2. Teletrainers from Bell telephone
3. Small group discussion on the ease in which we call and the number of jobs connected with making it easy.	3. After children have completed discussions have them list the number of jobs they came up with.	
4. Resource person	4. Bring in resource person to discuss the telephone system	4. Resource person from local telephone office.
5. Have children use teletrainers.	5. Children practice making correct telephone calls, also have some children practice being operator and making long distance calls.	5. Teletrainers available from N.W. B.
6. Other activities		6. Teacher's Guide - Bell Telephone
7. Books		7. Books: *Your World- Let's Visit the Telephone Company, Billy Pope Ramona Emmons *Come to Work With Us at a Telephone

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		7. continued Company - Wilkenson * IWant to Be a Telephone Operator Carla Greene
8. Filmstrips		8. Filmstrip: "*Telephone Services" filmstrip & record, EduCraft ECF:106 *"Communication: The Telephone" McGraw-Hill Book Company 641267 * The Neighborhood Newspaper Store" EyeGate 107G
9. Field trip		9. Specific Guidlines attached General Guidelines in Appendix B

SPECIFIC GUIDELINES FOR EACH TRIP

Grade 2

BELL TELEPHONE

Excellent! Just continue as it was

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of Post Office Occupations, Each student will be able to name 4 jobs that can be found in the post office.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Books		1. *Mr. Zip and the U. S. Mail
2. Write letters		
3. Get equipment from post office.	3. Mail man's bag and other things that would relate to career development in that area.	3. Call post office.
4. Filmstrips		4. *Mail Delivery ECF 107
5. Teacher presents the picture story study prints to children.	5. As an instroduction or as a review these pictures with records, stories, things to talk about, words to know suggested things to do provide much help and instructional aids for the teacher to use as she wishes.	5. *Postal Helpers SP 121 Singer SVE a. Highway Post Office Truck b. Loading Relay Trucks c. Delivering Mail d. Sorting Mail e. Canceling stamps f. mailbox pickup g. Serving Customers h. Loading mail at airport.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of aerospace occupations, each student will be able to name four jobs that can be found in aerospace industry

SUGGESTED SUBJECT AREA Science - Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View Filmstrip	1. What have you seen as you visited the airport? List words they suggest to develop terminology.	1. Filmstrip: *Airport Workers-Airport Service" 141-5 Imperial Film Co. Bismarck Public School #497 "How an Astronaut Lives in Space"
2. Books	2 As books are viewed and read add to the terminology.	2. Books: *I Want To Be A Space Pilot, Greene, Carla *I Want to Be an Airplane Hostess, Greene, Carla *At the Airport, Colonius, Lillian Melmont Publ. Inc. Chicago, Ill *Come to Work With Us in Aerospace, Wilkinson, Jean and Ned, Sextant Series *Your World-Let's Visit A Spaceship Pope, Billy N; Emmons, Ramona W. Taylor Publishing Co. Series IV *I Know A Airline Pilot, Staneck, Muriel G. P. Putnam's Sons, New York A Book of Astronauts, Browley, Franklin Thomas Y. Carroll, New York 1963 Let's Go to a Rocket Base, Chester, Michael. G. P. Putnam and Sons True Book of Airports and Airplanes Lewellen, John 1956
3. Ask which children would like to read and give report on resource books listed in resource material column.	3. Oral reports and discussion	
4. Make bulletin board. Make rocket from paper towel tube and cover tube and cone with aluminum foil. Slit bottom sides of tube and insert aluminum covered fins. Tape on red, yellow and orange ribbon or crepe paper for fire affect. With tempered or felt tip maker paint on windows,	4. Display Bulletin Board 5. Pretend you are taking a trip through space in an airplane or a rocket and create your own picture of what you think it is like. 	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. continued - numbers and flag.		2. continued *Come to Work With Us in an Airport Wilkinson, Jean and Ned * Your World - Let's Take an Airplane Trip; Pope Taylor Pub. Co *About A Pilot of A Plane Hoffman - Hefflefinger *True Book of Space Rodendorf, Illa. Children's Press 1959
5. Children create their idea of a trip through space.		5. Colors, 9x12 drawing paper

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will show that they understand that some workers produce goods, others produce services - by making two columns on goods and services and list five workers under each.

Review

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrips	1. View to determine which workers produce goods or services. Discuss with the class the workers they see throughout the community. List workers who produce goods or services.	1. Filmstrips: *"People We Know" Part II, Guidance Assoc. *"A City Is Many Things" Series "A City Is Services" "A City is People At Work" Imperial Film Company *We All Work - BFA Bismarck Schools: #942 Having Fun In the City #933 To a City #1236 Visit to a Shopping Center
2. Have students give riddles.	2. Have class make up a riddle "Where Could I Buy?" and then another member guess 'where'.	2. Riddles (enclosed) pg. 50 b
3. Read poems applicable in What Will I Be From A-Z	3. Review with poems from resource material.	3. Resource for teacher and class: What Will I Be From A-Z, Gelb, Don National Dairy Council, Chicago
4. Write letters.	4. Have the class compose a letter to send to other areas of the country and ask what jobs their fathers do in their area and then compare work.	
5. Build a town.	5. Using various shaped boxes or carton, cover with colorful paper or paint; labeling each business and identify whether it provides goods or services.	5. Boxes, paper, paint
(cont)		6. Songs: "What Sort of People Come to Your Town", "A Customer" pg. 127 This is Music Allyn & Bacon

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Sing Songs		6. "Our Friend the Librarian" enclosed
7. a-Games -The Chain b-Look and List c- Whose the Worker d-What' My Line	7. a. To review the many things city helpers do for us, follow directions on enclosure. p. 50e b. To review with seatwork what a community is made up of in order to have a good plac to live. p. 50F c. Play the games p. 50g	7. a. Picture cards from p. 72 b. Pencils, crayons, 18 x 8 sheets newsprint.
8. Field trip		8. Specific guidelines (attached) p. 50h General guidelines in Appendix B
9. Play	9. Have class give play of famous person (astronaut) going to doctors office who thinks he's important but Doctor and Nurse help a baker who tells what he does and what will happen if he's sick (no cake, bread) a farmer - waitress and so on before they help the astronaut.	9. Hats, badges or something to show what each worker is scenery and script.

PLAY WHO AM I - RIDDLES

I SIT ON A CHAIR
I WATCH PEOPLE SWIM
I TEACH THEM TO BE
SAFE WHEN THEY ARE
IN WATER. WHO AM I? (Life guard)

MR. JONES USES AN INSTRUMENT TO
CHECK MY EYES. HE HAS ME READ A
CHART ON THE WALL. IF MY EYES
DO NOT SEE VERY WELL HE GIVES
ME GLASSES. WHO AM I? (Eye doctor)

YOU ARE SUPPOSED TO VISIT ME TWICE
A YEAR. I HELP TAKE CARE OF A VERY
IMPORTANT PART OF YOUR BODY. I LIKE
YOU TO BRUSH YOUR TEETH AFTER EACH
MEAL. WHO AM I? (Dentist)

MISS SMITH VISITS OUR SCHOOL.
SHE CHECKS OUR EYES AND ALSO
TEETH. WHO IS SHE?

MR. BROWN LIVES IN OUR TOWN.
HE IS ALWAYS READY TO HELP
HE TRAVELS IN A FAST RED TRUCK
HE HELPS PUT OUT FIRES
WHAT DOES MR. BROWN DO? (Fireman)

SHE WEARS A WHITE DRESS
SHE HELPS PEOPLE WHO ARE SICK?
SHE HELPS TO MAKE PEOPLE WELL
WHAT IS HER JOB? -Nurse-

I AM A HELPER
I HELP TAKE CARE OF YOU
I HELP YOU CROSS THE STREET
I WEAR A BADGE
WHO AM I?

I AM AN IMPORTANT HELPER
I COME TO YOUR HOUSE OFTEN
I PICK UP THE GARBAGE
I KEEP THE CITY CLEAN
I HELP KEEP YOU WELL
I GET MONEY FOR DOING THIS
WORK - WHAT IS MY JOB?

RIDDLES

50c

I drive a large white truck which helps me deliver food to families in the city every day. My food comes from farm cows. You can eat some of these products and also drink some of them.
Who Am I?

Mr. Smith looks at my Dad's car he tells what is wrong with the motor. If there is anything wrong he will fix the motor.

Mr. Jones uses an instrument to check my eyes. He has me read a chart on the wall. If my eyes do not see very well he gives me glasses.

I wear a uniform. I have a captain's stripes on my sleeves. I sit in the seat in front of an airplane. What am I called.

She wears a clean, trim uniform while she works at cutting, trimming washing, or frosting, setting and waving. When she is through, there should be a prettier you. (Beautician)

You were supposed to visit me twice a year. I help take care of a very important part of your body. I like you to brush your teeth after each meal. Who am I? (Dentist)

I work in an office
There are pens of animals outside
I take care of sick animals
What am I? (veterinarian)

I work where people borrow and use information from newspapers, magazines, records films and books. Not every school or city has me. My job is know as a _____ (librarian)

I bring milk to your house. I drive a big truck. I also have cream, butter and eggs in my truck. Who am I?

Mr. Brown lives in our town.
He is always ready to help
He travels in a fast, red truck-
He helps put out fires.
What does Mr. Brown do?

I work in a large store
I make sure the shelves are full
I count the money
I open the store in the morning
and close it in the evening
Who am I? (the owner or manager)

I help children cross the street
I help to keep your community safe
Part of my work is to see that
laws are not broken. I am your friend
You can recognize me by the uniform
I wear. Who am I?

OUR FRIEND THE LIBRARIAN

This song was written expressly to convey a correct impression of the special functions of trained librarians, community figures whose helpful services children should become aware of very early in their school years. Its pretty, flowing melody carries the "message" along smoothly.

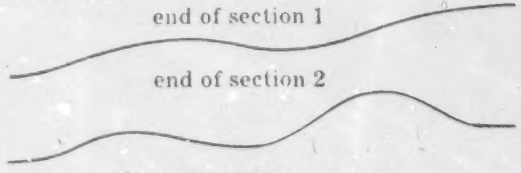
Side D
RECORDING
Band 2.

MAJOR DISCOVERY

The goal of this activity is to identify the melodic similarity and slight differences in the two sections (8 measures each) of **Our Friend the Librarian.**

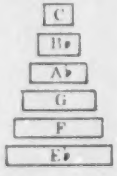
When the song is familiar:

- Discover that the first four measures of each section are identical.
- Draw contour lines on the chalkboard to show the difference in the last four measures of each section:

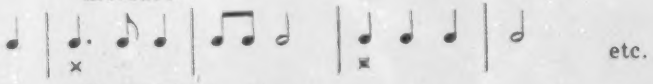


ADDITIONAL ACTIVITIES

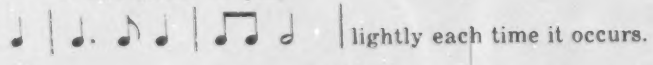
- Arrange bells vertically and play the melody of the last four measures.

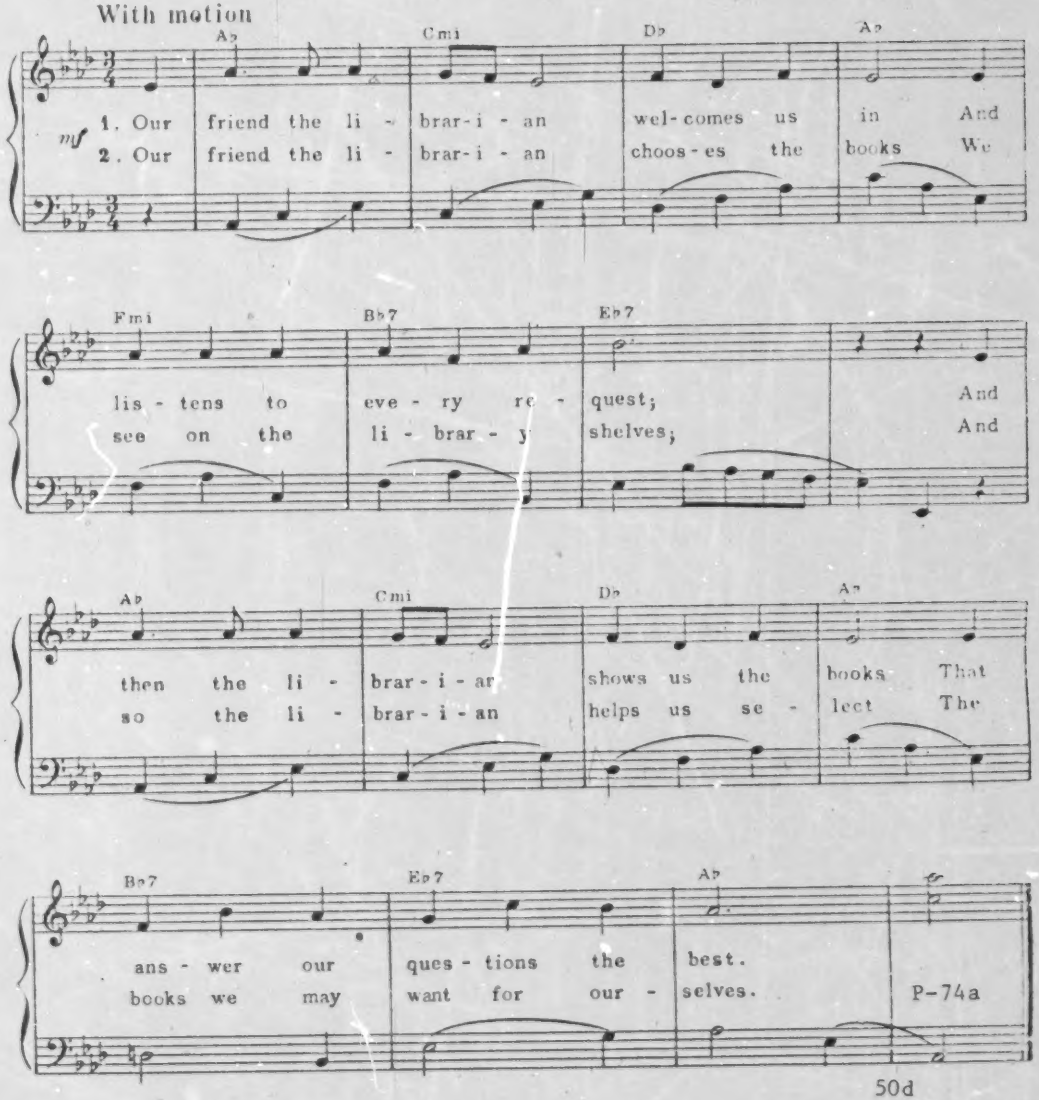


- Use this pattern, or any other created by the children, for an introduction and coda.
- Use finger cymbals or other light instrument to play on the first pulse in each group of **two** measures:



- Use sticks to play



With motion

A♭
Cmi
D♭
A♭
mf
1. Our friend the li - brar-i - an wel-comes us in And
2. Our friend the li - brar-i - an choos-es the books We
Fmi
B♭7
E♭7
lis - tens to eve - ry re - quest; And
see on the li - brar - y shelves; And
A♭
Cmi
D♭
A♭
then the li - brar-i-an shows us the books That
so the li - brar-i-an helps us se - lect The
B♭7
E♭7
A♭
ans - wer our ques - tions the best.
books we may want for our - selves.
P-74a

50d

THE CHAIN (Grades K-2)

A. PURPOSE: To learn the many things city helpers do for us.

B. MATERIALS: Cards containing the picture or the name of a city helper such as policeman, fireman, garbage man, sewage disposal chemist, etc.

C INTRODUCTION: Would you like to play a game about our city helpers? Let's form a circle and hold hands. Now we have a chain. I shall choose one of you to start out as the leader. The leader will stand in the circle and hold up a card so all of you can see it. This card will have the name (or picture) of one of our city helpers on it. The leader will point to one of you and you must tell one way in which this helper helps us. Each time the same card is held up, a different way must be given. If one of you gives a wrong answer, the children on each side will unclasp hands and the chain will be broken. The broken link must go inside the circle until he can earn his way back into the chain again by giving a correct answer when another link becomes broken. We want to keep our chain all together. try not to have any broken links.

D. VARIATION: The "broken link" may take the place of the leader and thus keep in the game and change the leader often.

A state may be held up and the capital or some other pertinent information about the state may be asked.

E. CORRELATION: This game may be used in the study of vowels and with arithmetic combinations. Parts of speech may be used for drill in this manner. Geography and history questions may be used in a drill such as this.

LOOK AND LIST

A. Purpose: To determine the different aspects of the community to lead to worthwhile seatwork on of what a community is made up in order to have a good place to live.

B. Materials: A list of types of places found in most communities This list is placed on the board and later written on paper by the students. Pencils, crayons 12 x 18 newsprint are needed.

List: Types of Places in our Community

Places for fun	Places to learn	Places for safety
parks	library	fire station
swimming pool	school	police station

Places for service	Places for communication	Places for transportation
beauty shop	telephone co.	bus station
dry cleaner	post office	taxi cab station

Each teacher will have to adjust the list to the community involved. Only the headings are placed on the board. The children will give the answers to place under the headings.

C. Introduction: We have been talking about our community and you have been using your eyes and ears to find out as many things as you can about where we live and what we have in our community.

Look at the list I have placed on the board. Who wants to name one place in our community where we can have fun? (Go through the list and be sure each child knows the words and what they mean. Encourage the children to add to the list. They might add places to buy things, places that make things, places of worship, etc.)

Each of you will take a piece of this large newsprint and fold it to make sections. Print one item in our list at the top of each section and then see how many places you can list that belong under that heading.

D. Variation: Young children may draw pictures instead of listing. Older children may be asked to write sentences telling how to reach the library, post office, court house, etc.

E. Correlation: This work will correlate with the language arts program and it is a part of second and third grade economics.

GAME - WHO'S THE WORKER?

WRITE THE NAMES OF COMMUNITY HELPERS OR WORKERS ON SEPARATE PIECES OF PAPER. (FOR YOUNGER CHILDREN, PICTURES OF THESE PEOPLE CAN BE PASTED ON THE SEPARATE PIECES OF PAPER.)

PLACE THE NAMES (OR PICTURES) IN A FOLDER OR BOX. ONE CHILD CHOOSE A NAME (OR PICTURE) WITHOUT LETTING THE OTHER CHILDREN SEE WHICH ONE IT IS. THEN THE OTHERS ASK QUESTIONS ABOUT THE WORKER THE CHILD HAS CHOSEN, AND HE ANSWERS WITH A "YES" OR "NO". THE CHILD WHO CORRECTLY IDENTIFIES THE WORKER CAN THEN CHOOSE ANOTHER NAME (OR PICTURE).

PLAY A GAME CALLED "WHAT'S MY LINE

HAVE THE CHILD ACT OUT IN A PANTOMINE FORM WHAT HE IS DOING.

THE OTHER CHILDREN TRY TO GUESS WHAT HIS JOB IS ----------

TAKING BLOOD FROM FINGER - NURSE

HOLD HOSE FOR FIREMAN

PULLING TEETH

PATROL CAR DRIVER

WHATEVER A CHILD CAN RELATE TO THE JOB.

APPENDIX A

RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.

2. Teacher should obtain background information on person so she can make the introduction.

3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached) Form XX

4. Cover the area concerning the resource person before he or she comes to the classroom.

5. Give students some general knowledge of this person's field.

6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.

7. Have the resource person ask students, "What do you think I do?" before he begins his actual presentation.

8. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.

Form xx

Dear _____

My students are studying _____ _____
We would like to have some first hand knowledge about this area. We are interested in the work you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties (simplified)
3. Training or preparation required.
4. Physical characteristics needed.
5. Social characteristics needed.
6. Do you work alone or with others.
7. Do you need to get along and cooperate with other workers.
8. What school courses helped a great deal in preparing you for this work?
9. Why do you work?
10. Do you like this job?
11. What are the good and bad points about it?
12. How and where training can be obtained.
13. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade _____

Number of students _____

Description of facilities and equipment available _____

_____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

FOLLOW-UP

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:

   a. Is this person's work useful? How?

   b. Would you like this type of work?

   c. What characteristics do you have that would be valuable in this work?

   d. What must you improve on if you were to go into this line of work?

APPENDIX B

FIELD TRIPS

Guidelines:

I. Set up plans:

A. Plan type of trip
Are students interested in going?
Is trip justifiable? (Can classroom provide same learning?)
Reason for taking trip:
1. Develop awareness of different workers
2. Helping them observe working conditions
3. Awareness of interdependence of workers.

B. Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
Develop form-sheet for the tour of business place
4. Contact business tour establishment

a. Permission to come and deffinite date and time
b. Information given them
1. Number of children
2. Age and grade level
3. What material covered by children previously
4. Questions they might ask
5. Workers children may question
6. Do you have materials you would like us to go over beforehand or hand out on tour?
7. Safety measures to be observed

C. Pupil Teacher Preparation

Watch for:
1. Working condition
2. Training of workers
3. Duties of workers
4. Clothes they wear - appropriate
5. Numbers of workers
6. Safety
7. Do they like this work?

Our preparation for trip:
1. Appropriate clothing
2. Safety - conduct on tour
3. Courtesy (going and at tour base)
4. Departure time

D. Follow-up

1. Did you enjoy the trip and would you recommend trip to others? Why? Why not?
2. Discuss observations (C)
3. Were all your questions answered?
4. Which of these workers would you like to be?
5. What did you learn on this trip that you didn't learn in classroom?

FIRE DEPARTMENT

1. Explain (very simply) fire truck, rescue truck, uniform and radio room

2. Explain shifts

3. Have someone slide down pole

4. Let class try on boots and helmet

TOWN HOUSE or HOLIDAY INN

Would like to see all workers we can:

1. Desk clerk
2. Manager
3. Waitresses
4. Chamber maids
5. Cashier
6. Steno
7. Advertising people
8. Chef
9. Pool caretakers
10. Others

GENERAL GUIDELINES FOR FIELD TRIPS

Grade 2

1. The guides and alternates should be chosen by the business so they are always the same people.

2. The guides should take the classes in smaller groups

3. The guides should name the worker and let them tell what they do (like steno, janitor, manager, etc.) and what education they needed

4. Send any equipment, posters or information to each school

5. Send guides sample report card to discuss the social aspects of a job (the second page of the report card - tardiness, getting along with others, etc.)

KIRKWOOD PLAZA

They could decide which stores to show according to the size of group. However, would like to see different kinds of jobs:

1. Steno
2. Waitresses
3. Artists
4. Janitors
5. Security guards
6. Shipping clerks
7. Store clerks
8. Manager jobs
9. Others

BELL TELEPHONE

Excellent! Just continue as it was

POLICE DEPARTMENT

Grade 2

1. Explain unfirom
2. Show weapons
3. Show jail
4. Show narcotics
5. Show courtroom
6. Fingerprint our student
7. Have car call in on radio

MONTANA-DAKOTA UTILITIES

We would like to see food areas (home economist, basic food groups, how Montana-Dakota Utilities helps us prepare our food, etc.)

APPENDIX C

ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward Street
Hollywood, Calif. 90038

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

Association-Sterling Films
512 Burlington Avenue
LaGrange, Ill. 60525

Benefic Press
10300 W. Roosevelt Rd.
Westchester, Ill. 60153

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Childrens Press
1224 W. Van Buren Street
Chicago, Ill. 60607

The Child's World, Inc.
515 N. Front St.
Box 711
Mankato, Minnesota 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, Pa. 19105

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

David C. Cook Pub. Co.
Elgin, Illinois 60120

Communico
1735 Administration Dr.
St. Louis, Mo. 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, Ill. 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, N. Y. 10016

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640

Dillon Press
108 Washington Ave. N.
Minneapolis, Minn. 55401

Walt Disney Production
Educational Film Division
500 S. Buenavista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, New York 10016

Doubleday & Company
501 Franklin Ave.
Garden City, N. Y. 11530

Edu-Craft
(see Denoyer Geppert)

Educators Progress Service, In.
212-214 Center Street
Randolph, Wis 53956

Educational Progress Corp.
8538 E. 41st Street
Tulsa, Okla 74145

Encyclopedia Brittanica
Preview/Rental Library
1822 Rickwick Ave.
Glenview, Illinois 60025

Eye Gate House
146-01 Archer Street
Jamaica, New York 11435

Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

Finney Company
3350 Gorham Avenue
Minneapolis, MN 55426

Florida Dvelopment Commission
Film Library
Collins Bldg.
Tallahassee, Florida

Ford Market, Inc.
63 St. Anthony Blvd. N.E.
Minneapolis, MN 55421

Follett Educational Corp.
Customer Service Center
Box 5705
Chicago, Ill 60680

Guidance Associates
Pleasantville, NY 10570

Harper and Row Publishers
Keystone Industrial Park
Scranton, Pennsylvania 18512

Harvey House, Inc.
5. S. Buckhout Street
New York, NY 10533

Hawthorne Book, Inc.
70 Fifth Avenue
New York, NY 10011

Highlights for Children
2300 W. Fifth Avenue
Columbus, Ohio 43216

Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, Ill. 60134

Imperial Film Co.
4404 S. Florida Avenue
Lakeland, Florida 33803

Alfred A. Knopf, Inc.
501 Madison Ave.
New York, New York 10022

Laidlaw Brothers
Thatcher and Madison
River Forest, Ill 60305

McGraw-Hill Book Co.
330 W. 42nd Street
New York, NY 10036

American Dairy Associatio
20 N. Wacher Dr.
Chicago, Ill 60606

Melmont Publishers
(Children's Press
handles Melmont)

Milton Bradley Aids
74 Park Street
Springfield Mass. 01102

National Dairy Council
111 North Canal Street
Chicago, Ill. 60606

National Gallery of Art
Extension Service
Washington, D. C.

G. P. Putnam
200 Madison Ave.
New York, N. Y. 10016

Kadim Film
220 W. 42nd St.
New York, N. Y. 10036

Random House
201 East 50th Street
New York, New York 10022

Richard Rosen Press
29 E. 21st Street
New York, N. Y. 10010

Rider College
Public Information Unit
Trenton, New Jersey 08602

Scholastic Book Service
2931 E. McCarty St.
Jefferson City, Mo. 65101

Scholastic Magazine, Inc.
(Weekly Reader)
902 Sylvan Avenue
Englewood Cliffs, N. J. 07632

Science Research Assoc.
259 E. Erie Street
Chicago, Ill. 60611

Sextant Systems
3048 N. 34th Street
Milwaukee, Wisc. 53210

Shell Film Library
450 N. Meridian St.
Indianapolis, Ind. 46204

Silver Burdett Company
460 S. N.W. Highway
Park Ridge, Ill. 60068

Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Sterling Publishing Co., Inc.
419 Park Avenue S.
New York, N. Y. 10016

Taylor Publishing Co.
Box 597
Dallas, Texas 75221

Texaco Inc.
Mr. Smithwick
1570 Grant St.
Denver, Colo.

Tompkins Films
Box 46611
Los Angeles, Calif. 90046

Trend Enterprises
White Bear Lake, Minn.

U. S. Government Printing Off.
Superintendent of Documents
Washington, D. C. 20402

U. S. Dept. of Labor
240 New Federal Bldg.
653 Second Ave. N.
Fargo, N. Dak. 58102

VISTA
1111 18th St. N. W.
Washington, D. C. 20506

J. Weston Walch, Publisher
Box 1075
Portland, Maine 04104

Franklin Watts, Inc.
575 Lexington Ave.
New York, N. Y. 10022

Weekly Reader
(see Scholastic Magazine)

Westminster Press
Witherspoon Bldg.
Juniper & Walnut St.
Philadelphia, Pa. 19107

Weston Woods
Newtown Turnpike
Weston, Conn. 06880

Whitman, Albert
560 W. Lake St.
Chicago, Ill. 60606

John Wiley & Sons
605 Third Ave.
New York, N. Y. 10016

H. Wilson Corporation
555 West Taft Drive
South Holland, Ill. 60473

APPENDIX D

APPENDIX E

Teacher _____

Grade Level _____

EVALUATION AND FEEDBACK ON ACTIVITIES FOR YEAR 1972-73

Activity Page	Positive Comments	Negative Comments	Suggested Changes, Additions or Deletions

Teacher _____

Grade Level _____

EVALUATION AND FEEDBACK ON ACTIVITIES FOR YEAR 1972-73

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